

CHILD STUDY

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HEADLINES

The first hundred children, to paraphrase the cliché, are the hardest to manage. But most of our contributors this month have dealt with children by the hundreds, which is why we can benefit by their experience. Dr. Douglas A. Thom, Director of the Habit Clinic for Child Guidance in Boston, who wrote *Everyday Problems of the Everyday Child*, is perhaps best known as the author of the widely circulated government pamphlet, *Child Management*.



Mary Theodora Whitley is professor of child psychology at Teachers College, Columbia University, and co-author of the standard *Psychology of Childhood*. Blanche C. Weill is a Consulting Psychologist and author of *Behavior of Young Children of the Same Family*. Dr. John R. P. French should know about the management of "the paradoxical creature we all know, laugh at, grieve over and lose our patience with," for he has dealt with adolescents for many years as headmaster of Cambridge School. The article by Pauline Rush Fadiman and Clifton Fadiman, in which psychology is salted with humor, marks a departure from our usual style. Mrs. Fadiman joined the staff of the Child Study Association last fall, and Mr. Fadiman is literary critic of *The New Yorker*.



Coming next month: a glimpse of ourselves as we affect our children. The topic is "Parental Attitudes."
D. D. H.



THE MANAGEMENT OF ROUTINE

FREEDOM and routine are not concepts of a method of living which are opposed one to the other. It may be said that freedom and independence are the results of a well organized plan of dispensing time and effort and the material things of life with wisdom, and such a plan in its broadest sense is made up of a series of routine activities. Any concept of training and education which does not consider responsibility and privilege as supplementary one to the other in the development of personality will not be adequate for the individual's future needs.

RESPONSIBILITY entails the recognition that certain routine activities are absolutely essential if the individual is to learn to live in a world where conformity within reasonable limits is necessary. At the same time we know that one does not learn to carry his burden by laying it down. If the child is to become a responsible person, he must have the opportunity of exercising his own judgment, enjoying freedom in both thought and action even though mistakes and failure follow. It is only when the child repeatedly fails to profit by his mistakes that we should be concerned.

THE CHILD who has not been permitted to learn the limitations as well as the value of both freedom and routine may well find himself the slave to either one. There are no shackles so confining as those of habit if they are not supplemented by sufficient plasticity to permit of change when circumstances and conditions make it necessary or wise. Unfortunate indeed is the child whose training has been such that his happiness is dependent upon unrestrained freedom. There is a vast army of individuals who are unhappy, inefficient, non-conforming, social misfits because they have not learned in the process of growing up that freedom imposes certain restraints upon each and every individual in order that it may be enjoyed by the masses. Narrowed and warped becomes the individual whose personality is set by unalterable habits and mental attitudes so that he can no longer adjust to the ever-changing conditions of the times.

A HAPPY, well adjusted individual is one whose life is sufficiently well ordered by routine to permit him to meet the ordinary responsibilities and obligations with a feeling of confidence and sense of security, yet at the same time to enjoy that freedom in thought and action which permits of change in his own point of view as well as tolerance and understanding of his neighbors'.

Douglas A. Thore.

Bases of Habits

By MARY THEODORA WHITLEY

WHY habits? A habit is a way of getting along comfortably in this world with the minimum of attention to ourselves, and consequently the freedom from having to ponder and decide about every last thing we do; it is a tool of adjustment. Without habits and routines we should be nervous wrecks, our full attention having to be given constantly to every action, our whole selves in a ferment of formless activity, our social behavior completely unpredictable. But to have well-formed habits in any area, social, emotional, vocational, recreational, mental, or physical, means a fluent, directed, coordinated performance according to predictable pattern, and therefore a guaranteed security in our various contacts. We enjoy ourselves increasingly as we perfect our own skills in any of the areas mentioned, and we come to depend on our fellows for efficient cooperation because of their habit achievements. Stability, security, and diversified expert performance, are, then, the goals of society's aim in requiring habit training for the members of which it is composed.

What are they? In our retrospective view of achievements we are apt to talk of habits of thrift, habits of truthfulness, of courtesy, or orderliness, of study, of success, of independence, or perseverance, and so forth, not stopping to realize that though such terms describe desirable outcomes they are not really habits at all but abstract ideals. Such terms have a meaning for us adults, but will be quite meaningless to children for two reasons. In the first place, children do not organize their thinking under abstract categories before twelve years old, and, secondly and most imperatively, habits are things we *do*, not things we hope to *be*. We must think in terms of the nervous system, perhaps the glands involved, and certainly the sense organs and muscles. Some combination of stimuli affects the sense organs, some pattern of muscular response ensues. The inner tensions we call hunger plus the sight and sound of a person approaching with food bring an habituated pattern of vocal and muscular responses from a year-old baby. The combination of circumstances—being seated at the family dinner table, being hungry, seeing the desired food out of reach may bring very different

patterns of vocal and muscular responses in the eight-year-old. Whether we call it a habit of courtesy or rudeness depends upon our interpretation of the social significance of that particular pattern in that set of circumstances.

First Principle in Training

This it is that leads us to the first consideration in training a habit. *Think of exactly what it is we want the child to do, and when, and how.* It is not to be tidy but to hang up his coat when he comes in and takes it off, to wipe the lavatory basin when he has finished using it, to place waste paper in the proper receptacle, and dozens more specific things like that. We must put ourselves in his place and mentally rehearse the requisite action. Clearly, the clothes closet must be convenient to the door by which he enters, the hook and hanger within reach, ample time allowance must be given for the manipulation involved, and some reminder given right there and then just at first. So also for the accessibility of waste basket and basin cloth, the timely reminder, and the sensible rate of movement expected. Little children cannot be hurried. A five-year-old may take three times as long as the adult over such actions, the eight-year-old almost twice as long.

We must think, not of being courteous but (1) of so controlling impulses to move that others' movements are not interfered with, and how much analysis into specific occasions this involves. (2) We must teach the act of saying *please*, or *thank you* in scores of different circumstances, of adding the name of the person spoken to when making a request or replying to a question. We must think of the need to learn to choose the right words to say and to use a pleasing tone of voice in hundreds of varied social situations. These habits can be mechanized early in the family relationships so that the extension of them to the wider public will be comparatively easy.

Similarly, habits of thrift, of success, of perseverance, and the rest must be broken up into specific things to be *done*, under definite combinations of circumstances.

Second Principle

See that the learner knows exactly what to do, whether by explanation or demonstration, or both. Some things are learned by imitation very easily, for instance gestures, speech intonations, many emotional attitudes, and social procedures. Our own accents, our mannerisms, our ways of laughing, of talking to the grocer are perceived without the need for much understanding and are readily copied. Habits like "Asking if you may" before handling others' property, looking first at the traffic lights before starting to cross the road, learning to relax physically and mentally when in bed to go to sleep will need a good deal of explanation and conscious thinking before they become automatic, assisted though they be by our own example in the matter.

Sometimes habits are formed as reciprocal adjustment to others' action rather than parallel, direct imitation. Examples are the postures assumed by the little child as we bathe and dress him, the fearful avoidance habituated in a five-year-old whose father bellows at him, the protective deafness assumed by the child who is continually nagged. Some skills, and many social habits necessitate this reciprocal rather than imitative action. The explanation in these cases must be very specific as to just what reactions of other people are the signal for the required action we want him to learn, or perhaps what change we wish in his behavior at the already familiar signal. When mother dictates constantly "Say, thank you mother," she is demanding an imitative reaction when normally it is a reciprocal one. Perhaps the resistance so often encountered in these dictated responses bears witness to the child's confusion as to the signal to which he is really to respond. After all, we don't want a child to wait to say please and thank you till an adult phrases it first but to sense the appropriateness of the many occasions when he must initiate the phrase himself. It is found that when other brothers and sisters use these phrases appropriately the younger child learns them more naturally.

Third Principle

The correct action must be rewarded, so that the feeling of pleasure resulting will make the child more willing to repeat the action and so to practice it. Assistance at the first try, with immediate encouragement for approximate correct performance will go far toward forestalling the evil chance that the wrong method may be attempted, prove satisfactory, and therefore be repeated. Up to five or six years old the

commendation may well be more for the effort made than for the precision of the performance, but the emphasis should gradually shift, till before eight years old the child's attention should be centered on the degree of skill attained, the effect on other people of the behavior in a social situation, and looks of the thing made; in short we must include the idea of the seriousness of work. At four we may say "Isn't it fun to soap yourself where you can see while I wash your back?" At eight we criticize the cleanliness of the knees.

The more dynamic results come when the child sees a clear connection between what he has done and the reward. As we all know, a reward which is wholly extrinsic, which has nothing whatever to do with the child's act is an unwise thing to offer—it is also very stupid—for it teaches a child dependence on us instead of mastery of himself and his environment. But mere vague commendation, even though related to the conduct, is less effective than praise which explains definitely wherein the action was good. Experimental work has shown us, further, that in cases where approval is by language alone it is better not to use such phrases as "That's fine," or "That's a good boy," but to link this with the description of what is fine and why.

Fourth Principle

The wrong reactions should be connected with dissatisfaction. They must be eliminated eventually, therefore the sooner the better. Roughly, the degree of unpleasantness is directly related to the speed with which they are dropped. Too mild rebuke may have no effect. We must take measures to have unpleasantness of such a strength as will make it less likely, or definitely unlikely that a child will repeat the mistake. The art of using these inhibiting devices is to see that the child neither connects the unpleasantness with the person who rebukes, nor is made unwilling to try again. The punishment, of whatever nature, must be a deterrent not of all action but of the specifically wrong method which brought about the wrong result. Therefore it must be informative to the child of exactly what it was that went wrong, and, so far as he can understand it, why. Being unable to find and use his toy will teach him why it is better to put it away. Having no more money to spend shows the un wisdom of the spendthrift act. But to be ostracized by playmates may not help a child understand what he has done that is disagreeable to them. Definite explanation is needed here, just as is the definite commendation for efforts to

improve. Better than unpleasant results, however, would be the prevention of the wrong act. The child who is checked at the moment he is about to carry out the impulse to grab learns better than if he is slapped after he has grabbed. Little children who are taught just what to do, with no chance to experiment unguided, make greater progress in learning than either those simply motivated in the right direction or vaguely praised afterward. Mistakes can be costly, and since the only value of a mistake is in learning what not to do, clearly an ounce of prevention is far better than a pound of cure.

Fallacies About Habit Forming

1. That much habituation makes for rigidity.

If a child is trained to do a thing just so, what is to happen to him when the routine is upset? Illness, emergencies, visits away from home, necessary absence on the part of the parents, and the habits of months' training may be so interfered with that our efforts seem to have been in vain. But, after all, if habits are tools for adjustments, we must ask adjustment to what? A rigid environment? Surely not; and if the circumstances change then the adjustments must be many and different. In the way of tools we should never dream of having only one pair of scissors, say, in an efficient home. Daily use of the manicure kind does not mean that we should inattentively pick them up for the emergency need of cutting heavy string. So with a child's habits—he needs many rather than few, variable enough to fit different needs, flexible enough to help in smooth adjustment, familiar enough so that there is minimal difficulty in the shift. Real versatility comes not from having a few insecure modes of action but from having a large stock of ways of behaving with practice in fitting any to the need of the moment. As soon, then, as a child shows himself able to deal surely and fairly quickly with one set of surroundings change them slightly, and teach him the necessary differences in control. When the two-year-old can handle a spoon reasonably well give him one of a different size, later a fork. When he is accustomed to the meal routine in his high chair seat him at a low table. When the physical skills are well along introduce the social habits necessitated by table companions, paying special attention to the sequence in use of the mouth for eating or talking. The picnic, the meal in a restaurant, introduce more complexities to be dealt with. The behavior as guest at a meal, the rôle of host, require still more habits to be learned.

We have never denied the need of versatility in

athletic skills where balls must be thrown, caught, bounced, batted, struck in continually different ways. Why then should we not set this as a goal in physical health habits of many different kinds? Washing may be one set of habits in the sacred precincts of the home bathroom, but should not a child be taught how to care for his cleanliness under travel conditions? Need a boy of ten be an odoriferously unpleasant specimen because there is neither bathtub nor stream in which to bathe in the country place where the family is taking vacation? Even a baby needs to be taught easy adjustment to different physical routines, not simply because he is getting bigger but for the value of learning the same treatment in spite of different places. The boy of three who goes camping with his parents and older sister is getting invaluable practice in adaptation. The child of eight who has never slept away from home may have a hard time rather than an excitingly interesting one when new surroundings are inevitable.

Still more in social habits a child needs to have practice in many varied skills. One fortunate opportunity given by being brought up in a good-sized family is early and continual adjustment to all sorts of different people. There are the age differences, especially if grandparents are part of the picture, also authority differences, increased if there are servants in the home. There are unlikenesses of temperament, changes in the social demands made upon the child that give him the very best chance to learn versatility in the complicated art of living with others. School and neighborhood contacts widen this opportunity.

To avoid a pure hit or miss fashion of picking up ways of acting toward others, we should be wise to think analytically into many sorts of human relationship situations, and then definitely teach the signals to which a child must attend, and the things he should say and do. How to behave when they have guests, how to behave, (possibly how not to behave) when their elders have guests is a problem tackled all too late by many fathers and mothers and left far too much to chance. Habits as a customer in a shop, as a passenger in a public conveyance, as part of an audience need clear guidance both by demonstration and verbal explanation. Again, it is not what the child is to *be* but what he is to *do* that we must tell him.

2. That high-powered motivation is necessary.

A mistaken stress upon motivation has misled many of us into believing that the only way to get

children to learn anything is to make them intensely aware of it, passionately desirous of achievement, so to speak. In consequence, their elders have harangued, besought, pleaded with them, dramatized the action, exaggerated the values to be derived from the habit till it is no wonder they build up resistance in the children or teach them to discount any future enthusiasms their parents may display.

Let us consider for a moment how some habits already formed have been motivated. Many have been picked up without this intense effort on the part of anyone. A baby not yet talking in sentences has learned the right motions of arms and legs to assist the person who is dressing him. Six-year-old sister has the habit of dropping and leaving her clothes wherever they fall when she undresses. Jim habitually slouches over in humped up posture when at table. Mabel dawdles and day-dreams. Ann always smiles when spoken to. In all cases, why? Surely because it is easier, less trouble that way, and an adjustment satisfactory to the child is made with very little thought. That we appreciate the first and last of these habits and deprecate the others has nothing to do with the fact that they are satisfying to the child.

So then, we might reserve our high pressure techniques for such habits as need real and continued effort, and avoid making an event, an occasion, of such things as may be learned easily. There is an art of being casual, of taking for granted that a child can and will do the thing as you request it shall be done, placing clothes on a chair or in the closet for instance. A simple, brief, but definite explanation of just what is to be done and when, is frequently sufficient to start the desirable adjustment.

When the undesirable is already habituated, as in Jim's case, our first care—since admonitions to sit up straight may degenerate into nagging—is to discover why he finds it convenient. The stage of growth, a tired spine, the style of seat, the social atmosphere may severally or conjointly be making it easier for him to slouch than to straighten. Some of these factors can be changed at once, others less readily. Since effort will be needed on his part to form the contrary habit it is here that we may utilize whatever will be potent for Jim to set as his own goal, to make him want to change his reaction and to remember to do it. In Mabel's case the diagnosis of why she has formed such habits may be anything but simple, might demand, indeed, an expert's advice. But the parents could well scrutinize the daily occurrences in the light of the child's likes and dislikes

rather than their own annoyance, to get the clue to what she gains, and what she avoids by what she does. After our diagnosis, it's up to us so to change conditions that the pleasure in the undesired habit is lost, and the substitute habit overweighted with superior attractions.

3. *That a habit learned under one set of circumstances can be generally applied.*

A way of acting in one pattern of circumstances will not necessarily function when the pattern is different. To put toys away in the kindergarten does not guarantee they will be picked up and cared for at home. To put waste paper in the home scrap basket does not seem to have taught many people what to do with it elsewhere, judging by the filthy litter disgracing our public places. As said before, abstractions such as orderliness do not exist for a child and in order to work toward that particular ideal he must be trained in all sorts of specific habits in harmony with it. The more there are, not only the more versatile the child but the better prepared to understand the general principle lying behind them. But, to understand that principle we must appeal to it as the reason why we ask him to do things in this way or that. Because we don't want the room untidy, because we don't want the sidewalk in a mess are good reasons among others for judging the result of careless action in regard to the disposal of paper. We carry out what we promised because that is honorable, we own up to a mistake because that is honorable, we keep our eyes tight shut if the game requires it, and we are careful to report the correct score for the same reason. We don't tease others till they are unhappy because that isn't fair, we take turns with the play equipment because that is fair. Only thus can we hope for consistency of character, connecting each specific habit with the basic rule for its existence. Further, we ask a child to criticize his own behavior and that of others—story-book heroes are useful for this purpose—in the light of those rules and principles, so that he may gain skill in recognizing their working and be that much more ready to apply them. Constructive suggestions are helpful, such as "Take a look round your room before you leave to see if it is in order." "How can you remind yourself when to start so as to be punctual?" "Can you plan something to do to make the others feel they've had a good time?" These throw the responsibility of decision on the child, they call for applications of a generalized ideal and so help toward the integration of habits which is our ideal for character.

Routine for the Eight to Twelves

By BLANCHE C. WEILL

WHAT can be said of routine as the basis for the health, character, and education of infants and very young children is applicable also to the next age group: the eight to twelve-year-olds. These children have the same need of stability from which to make excursions into the unknown, and so extend their experience. They have the same need of the socializing influence that is fostered by conformity to a general household routine, planned for the benefit of all members.

But because they are older they have had more years in which to store up experiences. Because of these and because of increasing strength and control of their bodies, they are able to range further and to gain wider contacts. Greater demands may be made upon them, to the extent that their capabilities grow. Therefore it is impracticable to continue to subject them to all of the rules governing the younger members of the family. Rebellion would necessarily follow if one attempted to impose on a third-grader the sleep rules of the three-year-old.

In view of these children's development as independent personalities, a development expanding like a capital V, *how* and *to what extent* should routine, which is necessary to the smooth running of household, school, and institution, be administered?

What Is Meant by "Routine"

In trying to answer these questions, let us first list the activities which are included in the routines of home and school. In general, these are all the activities that must be repeated, either daily or at frequent intervals. The object is to relegate to the automatic and unquestioned the rising, dressing, feeding, cleaning, and sleeping activities of home and the curriculum in school. Besides these there are, in many homes, routine procedures in regard to recreation, allowances, punishments, and demands for changes.

Let us examine the advantages and disadvantages of a strict routine.

On the credit side, we see routine as a time saver, a quarrel saver, an energy saver, a nerve or emotion saver, a thinking-out saver, and a decision saver. The more one can relegate to the automatic, the freer one is for creative, original activities in work and play. So strict routine makes for efficiency, restfulness, and

peace. It develops self-confidence, if a child sees that he can do what is required. It develops courage. It develops trust in others, if he knows what he may expect of them. It develops consideration when he feels himself a part of the social machine and must do his share to keep it going. It fits human nature, which is, for the most part, conservative. Children *like* to know that *they* know what is coming next. It gives them a sense of omniscience, and therefore of importance and power. It also gives a feeling of independence when they do not have to ask.

On the debit side, we find strict routine dull, boring. It does not allow for growth, or for necessary changes. It causes unhappiness if a child is bound by habit when the need for change comes suddenly. It may develop undesirable character qualities, such as dependence, passive acceptance, priggishness, intolerance, jealousy, vindictiveness, submissiveness in child and arbitrariness in parent, resulting in fears, compulsions, obsessions, repressions. It may develop rebellion, both active and passive. It may outrage the child's sense of justice when all ages are bound by the same routine. It may obstruct the development of originality, resourcefulness, courage, and self-confidence, if children fear that they cannot do what is required.

The plus side of this double list is impressive, is it not, until one reads the list of disadvantages. A glance through that makes one wonder, on first thought, whether there is not much to say in favor of the helter-skelter family. Children there must develop admirable adjustability to the unexpected and therefore considerable resourcefulness and self-confidence. And cheerful acceptance is certainly a virtue in most cases. However, helter-skelterness frequently breeds indecisiveness, or an unthinking rush into the midst of an unknown situation, often with dire results. In general, the helter-skelter, will-o'-the-wisp family has nothing to hold on to, for its previous experiences have been so disorganized. Many of the members may develop fear because of former occasions when mishap ensued.

New Plan of Routine

In some way the advantages of both the routine and the helter-skelter method must be kept and incorporated in a plan of living which will avoid the

dangers that lurk in both. Fortunately, though, one is seldom inextricably caught between the horns of a dilemma. The horns of a dilemma represent two extremes; and as far back as the Greeks of 500 B.C. men have realized that extremes are usually bad and that the wise course lies in "moderation in all things."

We can keep the routine that smooths our way and develops the social aims we have for our children. We can keep the advantages of resourcefulness and cheerful acceptance of the unexpected and difficult, and yet avoid the worst of the dangers mentioned above by planning for a *flexible*, instead of a strict, inflexible routine, or for no routine at all.

Indeed, there is nothing else a sensible person can do. For the most rigid routine must change for the individual as he changes from infant to adult. Nor does a flexible routine mean one that is subject to whim. It means one that can be adjusted. With the concept of the flexible routine in mind, certain apparent contradictions in the above tabulation of advantages and disadvantages disappear. We have said that routine may develop both independence and dependence, both self-confidence and the lack of self-confidence. The joker lies in the words, "strict," "rigid," "inflexible." Change to a flexible routine and you begin to free a child from his timid dependence on the familiar.

The Over-Conscientious Parent

This flexible routine is a concept that is entirely new to the over-conscientious mother, who fears the slightest infringement of what she has understood to be important for her child. The mother of two rather delicate children asked help in discovering what caused the friction in her home. One reason was quite evident: both children were kept home from school an extra half hour at noon in order that they might have the hour's rest which the physician had prescribed several years earlier—before they had started school. The mother was not a stupid woman. She desperately wanted to bring up perfect children. She had sought the most expert medical advice available when her children were babies and was still following this advice to the letter. It was pointed out to her that she was no longer feeding the children on the baby-formula this same expert had prescribed for her infants—and she saw at once the analogy.

But there were other motives that lay behind her exaggerated insistence on routine. These came out clearly as she talked. As a child she had been, at least in her own eyes, unimportant in her home. She yearned to marry and set up a home of her own of

which she could be the head and heart. Therefore her pride in the inflexible workings of the routine which she had inaugurated, for the sole purpose, so far as she was consciously aware, of benefitting the family and of making for it a perfect home setting. Actually the amount of obedience to routine that she could exact was a measure of her power and importance and thus became a sop to her long-injured self-esteem. A perfectly running house and acquiescent children gave her the picture of herself for which she yearned: successful, efficient, and necessary.

Some women would have found it difficult, if not impossible, to see the self-centeredness of such a picture, and therefore to change not only the routine but the basic attitude. But this woman, who prided herself on her open-mindedness, at once realized the blind spots in her way of life, when her way of life was challenged. She had lacked imagination as well as a feeling for the point of view of the other members of her family. Now that she saw what lay beneath these blind spots, she used her courage and her open-mindedness to make the changes that were needed. She also began to question other parts of her household routine affecting her servants and even her husband. She discovered that she could ease up on several matters she had hitherto assumed to be essential. Thus it became possible for her to keep servants satisfied, husband less protesting, herself less keyed up, and with these changes, the former tension in the household almost entirely disappeared.

Another adult difficulty in the administration of a flexible routine is the divided front. It should not be a difficulty. Parents, grandparents, and other adults around children should be punctilious about upholding each other in the children's presence, settling any differences of opinion in private. But actually this is a frequent sore spot.

Fitting the Routine to the Child

There are further difficulties in the way of working out the changes in routine that will bring the greatest ease to the household as well as the best development for the children. The same routine may not fit all children. Life is divided for everyone, regardless of age, into two general realms: that of the safe and relied-upon, because well understood, and that of the unknown, the untried, therefore the exciting, the adventurous. Some people cling to the safe and familiar. They fear the new. Some people rebel at every form of the established and are happy only when trying some unusual activity or point of view, or in rebelling against the old. These two types have

been aptly described by the witty Gilbert and Sullivan:

"For every little boy or girl
That's born into this world alive,
Is either a little Radical
Or else a little Conservative."

A psychiatrist, Dr. A. J. Rosanoff, expresses this idea in other words when he says, "Every child born into this world is born either a little manic-depressive or a little dementia precox," the former being those who love the new, and the latter those who cling to the old. Between these two types there are, of course, many intermediate variations. The in-between types are more apt to take the new in their stride, after a bit of hesitation and examination.

Not all children react equally to the same routine, because of outer as well as inner differences between them. Some, because, perhaps, they have always been strong and vigorous, are eager for as much adventure with as little curbing as possible. Others, perhaps because they have been more delicate and therefore more tended, feel protected by routinized life, and depend upon it to keep them from anxiety. Others, innately geared to slower moving and thinking, may find the pace of the home or school routine a burden.

Certainly each child should have what fits his needs and what he is prepared to react to wholesomely. The best preparation would go far back into babyhood, when slight necessary delays or advances in the baby-schedule had been cheerfully met by the adult in charge, and therefore by the baby; when new faces, new foods, new surroundings offered the necessary variation from the familiar.

Timing Our Changes

By eight years of age, a child should have had much opportunity to meet such necessary changes. And if a family council be held frequently around the table, varying the routine with the needs of the individual and the family will have become itself a routine feature of the home, and each child will be accustomed to express himself as to what he wants changed and why. In these days of rapid change, children of this age should begin to have it impressed on them that their ability to make their way in life may depend on their ability to adapt themselves to new situations, new occupations, new points of view.

An eight-year-old dawdled and then complained because she had never time to do anything without rushing, and hadn't enough time to play.

Her mother said: "Here are the things about your day that we cannot change: the time the bus comes for school; the school hours and program; the bus home. Dinner time and bed time are difficult to change. I might let you have ten minutes more before bed time if that will help. Now, you work out a plan for yourself for the part of the day before and after bus time."

"Oh, I'll keep it in a notebook and write out the time I spend on things every day," cried the child. "And for Saturday mornings, too. Only let's keep Saturday afternoons for surprises!"

The result of her getting down to serious work on her own schedule led to questioning about the length of time one should take to do this and that, until, her pride aroused, she realized that she was slower than most people and made successful attempts to "cut out the dawdling."

A little girl, the oldest of three children, was kept on bread and milk suppers until the youngest of the three was ready for grown-up dinner with the parents. This the oldest child resented, as many children resent the fact that the babies are allowed to share their privileges without having to wait to grow up as they themselves did. A deep sense of justice is outraged.

One mother insisted that, though preferences in food would always be recognized, no one must refuse to eat what was on his plate. If a food served were a favorite, there would be a plentiful helping and a second one might be asked for. If it were a disliked food, there would be only a spoonful of it and it must be eaten without fuss. "If you're ever going to enjoy travelling, you'll want to be able to eat the foods of all nations. And if you're going to be a successful guest; enjoying your visits and giving pleasure to your hosts, you must not seem to criticize by refusing this food or that, or leaving things uneaten on your plate. Do you want to be good travellers and pleasant guests?" The children agreed. "Then get into practice, and keep in practice."

In school, especially in the earlier grades, the program is often cut into five, ten, and fifteen minute periods, "because the child's span of attention is so short." It is, when he is not interested. In Montessori classes, it has been found that a strangely different program develops since the children are given all the time they want to work out what they are interested in. There is first a short, slightly restless time of changing activities, of experimentation, as it were; then there is a setting down to the object

(Continued on page 126)

Youth in Partnership

By JOHN R. P. FRENCH

"MY own theme is Courage, as you should use it in the great fight that seems to me to be coming between youth and their betters. . . . I use the word fight because it must, I think, begin with a challenge; but the aim is the reverse of antagonism, it is partnership." So said *Sir James Barrie* to the students of St. Andrews in 1922.

It is sometimes the poets who are practical; and a literary sentimentalist may once in a while furnish us with the key to a workaday problem. Every parent and every teacher of this generation is confronted by the practical problem rising out of the insistent challenge of youth to the authority of its elders. "Seldom have there been," writes a veteran publicist, "such differences of opinion, such conflicts of taste and faith, as now exist within the circle of a normal American family." An examination of the elements entering into this grievous situation may perhaps lead us to conclude that the distinguished author of *Peter Pan* has shrewdly hinted at a workable method of dealing with it.

Of the current decline and disintegration of authority in our social order generally, nobody needs any longer to be persuaded. The successive abdications of the Church, the school, and the home in this field are matters of familiar recent history. Whether we like it or not, our young people are growing up in a world which has lost many of its old anchorages and has not yet succeeded in locating new ones which can be universally recommended as safe. Codes can no longer be handed down from Sinai to be accepted without question. "Theirs not to reason why" is no longer a tenable adage for the pedagogue in his dealings with the oncoming generation. Parents, themselves bewildered by the collapse of their own old certainties and the confusion of newer doctrinal tongues, do not know what to tell their children—or even whether to tell them. And "If the trumpet give an uncertain sound, who shall prepare him for the battle?"

So we approach our problem in a particular contemporary social matrix which itself may be counted upon to make the problem more acute. To say that it is responsible for creating the problem would, however, be going much too far. We do not need a modern psychologist to tell us that there has always been, and in the biological nature of the case always

will be, a conflict arising out of the urge of adolescence to break away from leading strings and the concern of the elders to perpetuate their own cultural patterns. Becoming adult, in any world, is a potentially painful process. It was not necessarily made easier for adolescents in a world of relatively fixed and commonly accepted values; it was only made easier for their elders.

What is an adolescent? Many fat volumes have been written about him, and her; and yet it has been thought necessary very recently to set up an impressive commission, impressively financed by one of the great educational foundations, to study anew this puzzling and elusive creature. So it will not do to assume that our picture can be complete; but there are common lineaments which it may be possible to portray with some confidence. At the age of twelve or thereabouts there begins to take place in the developing boy or girl a series of significant physical changes, accompanied by characteristic emotional phases not hitherto experienced. The resulting behavior patterns take a course which varies with individuals and is markedly susceptible to the influence of social-environmental factors; but certain symptoms may commonly be expected to appear in more or less orderly sequence. When the sequence is completed—a process which requires ten years, more or less—we have an adult where previously there was a child.

Independence or Security?

One particular behavior symptom which concerns us here may normally be expected to have become evident at the age of fifteen for girls, and sixteen for boys. It is an insistent urge to be independent, to make one's own decisions of every sort—from when to go to bed to what books to read or companions to seek—accompanied, for a more or less extended period, by a compensatory urge to seek security, to retreat to mother's arms, to demand comfort, protection, and even upon occasion advice from respected elders. The challenge, in short, begins to put in its appearance as expected. But it is not yet a whole-hearted challenge. It is youth on the move toward adulthood, yet fearing to move too far or too fast from a familiar refuge. It is the boy who will wear a bold necktie and resounding socks, and yet suffer infinite distress if his mother appears publicly in any-

thing but the most conventional attire. It is the girl who with tremors of half-guilty anticipation makes a "blind date"—and then conducts herself, at the encounter, with the most painful propriety. It is that half-child, half-adult who yearns to be distinguished yet fears to be different, whose ideas are tinged with radicalism and colored by high romance and who yet dreads nothing so much as to appear sentimental. It is, in a word, the paradoxical creature we all know, laugh at, grieve over, and lose our patience with; and the paradox rests upon the existence within him of a state of unstable equilibrium between the new urge to freedom and adventure on the one hand and the recurrent childlike demand for protection and security on the other.

If this disequilibrium be recognized by parents and teachers for what it is, the opportunity of turning it to mutual advantage becomes obvious. In the simplest terms, you must catch your youngster when he is on one swing of the pendulum rather than the other. A little patience and more than a little tolerance exercised during the bumptious swing will almost certainly be rewarded by ease of approach and mutual trust when the reaction comes, as it surely will. For, after all, the child is at bottom painfully aware that he is not yet a man; and given a fair chance his natural tendency toward affection and respect for those who have sheltered him in the past will still work in their favor. It should never be forgotten that the deepest and most persistent need of childhood is for security. If you have dutifully and affectionately provided it during childish years, you can confidently expect the memory of that comfort to remain warm in the heart of youth, with whatever eager impatience he may upon occasion pull at the leash.

The Standards of His Contemporaries

The simplest graph that can be made of the development of a personality is a straight line running from the complete dependence of infancy to the final self-mastery of adulthood. But personality is a complex, not a simple growth. Many important steps along the path are taken long before the crisis of adolescence is reached; but it is only when the period of childhood draws to a close that they begin to be taken consciously. It is a commonplace that the dawn of adolescence is the dawn of acute self-consciousness. The inner nature of this self-consciousness, in terms of its most painful perplexities and its most eager aims, is perhaps not so commonly understood. We elders find it easy to believe that

the chief ambition of youth is to have a good time, and his major concern how to get it. There are plenty of superficial indications that this is the case. But deep down in his own inside the fifteen-to-sixteen-year-old will be found by an unprejudiced observer to have other and more respectable urges. First among them, and perhaps the most frequent cause of perplexity and pain, is the urge to be liked, to be thought well of, to be socially successful in one's own world. It is at the bottom of some of the most absurd antics of youth as well as much of their serious day-dreaming. *Paterfamilias*, for instance, has laid down the law that girls should not smoke until they go to college. *Paterfamilias* is adored; but one's schoolgirl friends smoke. One might endure to be thought queer oneself; but to have one's family thought queer! What is one to do? A schoolboy conceives a warm admiration and affection for his teacher of mathematics. If he lets it be seen, will the crowd call him a bootlicker? Pages could be filled with instances. Involved in it all, no doubt, are the primary urges toward choice of a career and choice of a mate; but the useful fact for parents and teachers is the persistent though often perplexed desire for social approval.

Half Child and Half Adult

Let us now undertake to examine, with an eye to the most severely practical considerations, what might be done by a wise and patient adult toward dealing successfully with this boy or girl who is biologically impatient of leading strings and conditioned by our contemporary culture to be more rather than less so, who is half child and half adult, who stands at the threshold of great dream-vistas and yearns for glory, and who wants more than anything else the social approval of his own kind. Can we devise a method which will meet this creature on his own ground, and turn his peculiar characteristics to the advantage, rather than the disadvantage, of our relationship? And here we come back to *Barrie*. The aim is partnership, he says. He urges youth to demand it, and to demand it courageously. Can we, as parents and teachers, cheerfully accede to that demand; and if so, how should we go about establishing the partnership?

Those occasional fortunate adults who without conscious effort or preconceived plan appear to have formed successful partnerships with adolescent children, their own or others, would probably testify that they had no idea how it came about. It is a safe assumption, however, that if we could examine and classify them as specimens we should find certain

common characteristics appearing. Among them would certainly be the trait which a wise philosopher and teacher once chose to describe as "vicariousness"—the capacity to think the other fellow's thoughts and feel his feelings, to make sympathetic understanding the basis of every personal relationship. Another would be an intrinsic respect for human personality, unregardful of age or station. And a third, less obvious, but in the end highly significant, would be a profound and enduring faith in the ultimate social value of the one unique and indestructible element in our American tradition and culture.

The Democratic Principle in Guidance

That element is, of course, the democratic principle. "Democracy," says Mr. De Lisle Burns, "depends upon the persuasion of some by others and not upon the superior force of some." To take an adolescent into partnership is to initiate him into the privileges as well as the responsibilities of democratic citizenship. It is to take the stand, openly and courageously, that the period of watchful protection and authoritative control, useful and necessary in its time, is drawing to an end, and that in the future you will expect particular problems of behavior to be discussed upon their merits and in the light of broad social values rather than merely the accepted social conventions of your own generation. It is to abandon "Thou shalt not!" save as the most desperate last resort, when only your authoritative intervention can ward off a danger of the graver sort. It is to take a sportsmanlike view of the moral advantage which you possess by virtue of the law of the land and your control of the purse-strings. It is to say, when the critical test arrives, "Here, as I see them, are the circumstances of this particular case. It would not be surprising if you had left some of them out of consideration. Think it over. I trust you to do what you believe is right—not just for yourself but for everybody concerned."

For a parent or a teacher to take this position, courage equal to that which Barrie enjoined upon the youth of St. Andrews will certainly be required. Serious risks are involved. Mistakes will be made; we shall see our young people balancing upon precarious heights and yearn piteously to call them down to safer levels. Only an enduring faith can sustain us; and in this case it is fortunately a faith we can share, intellectually and emotionally, with those for whose immediate benefit we are displaying our courage. In the light of this faith, this common acceptance of the democratic ideal as worthy of our deepest

allegiance, the dark places of misunderstanding and mutual resentment may be illuminated, and the stage set for an unfolding both profitable at the moment and pregnant with increasing values for the future.

It is an axiom of pedagogy that one learns what one practices, and not much else. It is a corollary axiom that the most effective learning results from a practice which has been accompanied by feelings of satisfaction. We expect young children to practice some of the virtues of democratic citizenship; but we do not wisely expect them to be democratically virtuous because they have been given the vision of a great ideal and wish consciously to live up to it. It is your adolescent who is ready to serve causes; and it is precisely when he begins to seek them that the opportunity of his elders arrives. Give him then the satisfaction of determining his own behavior in the light of a fundamental principle, and you at once lift a practical problem into the region of idealism. Help him to understand that the liberties he wants for himself can be had, for himself and for all others, only at the price of upholding through thick and thin the doctrine of social responsibility, and you lay for his future citizenship the only foundation that can be counted upon to endure. His practice will not at once be perfect; there will be stumblings along the way; but it will be practice in an art which he wants intensely to acquire and which in the end he must inevitably exercise under no guidance but his own.

So we come at last to this conclusion: that the partnership with youth prophetically advocated by a whimsical literary man is not only a practical problem-solving device but also a sound means of training for responsible citizenship. It may be expected to work in the immediate situation because it runs with the grain of youth rather than against it. It may be counted upon for lasting results because it is in line with the forces which from middle adolescence on most powerfully determine the pattern of youthful development. It is capable of lifting a troublesome relationship out of the region of petty animosities and personal bickerings and conferring upon it the dignity of service to an enduring ideal. Let us hope that the courage of parents and teachers will be equal to the courage of youth in demanding it.

ERRATUM: In the December Science Contributes Department the article on Whooping Cough Immunization contained an error. Concerning the efficacy of the vaccine: "in twenty-seven cases an injected child was intimately (not 'intermittently') exposed to a sister or brother who had whooping cough."

Everyday Problems: A Lighter Version

How the child-handling business has changed from grandmother's aggressive era to our progressive one. *Autres temps, autres mères.*

By PAULINE RUSH FADIMAN and CLIFTON FADIMAN

This article appeared originally in the August issue of *Harper's Bazaar* under the title of "U. S. Infantry Regulations." It is here reprinted, through the kind permission of *Harper's Bazaar*, in the belief that truths uttered in a jesting mood are often as effective as more solemn utterances.

HOW TO COPE: OLD STYLE

"Mother, Where Do Babies Come From?"

The Stork Story, the Black Bag Blarney, the Little-folks-don't-talk-about-such-things Evasion, the Wait-till-you're-older Song-and-dance, The Heaven Hoax, and the Bees-and-flowers Bunkum. The latter is always particularly unsuccessful. Rollo may be innocent as little Eva, but he's positive he's not built like a bee.

Rollo Surprises You Stepping Out of Your Bath

Wrap a towel around yourself quickly and scream, "Look the other way *at once!*" This is guaranteed to awaken in Rollo an immediate, permanent, and lurid interest in the nude female form.

Little Rollo Cries at Night

Walk the floor with him, rock him, shake the crib (this will curdle his stomach, giving you two problems instead of one), stuff him with food, gag him with a pacifier, paralyze him with paregoric, or hypnotize him with *Rockabye Baby*. Occasionally a very old-style father will break into the headlines by slaying little Rollo with an axe. This method is sure but not safe.

He Wets, to Come Right Out With It, His Bed

In general, while changing him, address him as if he had just ruined the family honor. Known as the Naughty-Naughty Method.

HOW TO COPE: NEW STYLE

In general, be as candid and objective as possible. What Rollo wants is Mechanics, not Ethics. And remember—this will relieve you—they usually want to know much less than their questions imply to an adult. Final, solemn admonition: before you clear your throat and start off, make sure you're quite clear yourself about all the facts of life.

Nonchalance does the trick. Let him look you over (he's apt to be pretty critical, too, but you'll just have to take it) while you keep on with your toweling-and-powdering. Remember that his curiosity is as normal as yours once was. Answer all questions, no matter how pointed, simply and candidly, but don't indicate that you're particularly agitated by the conversation. You will be, though.

In general, do nothing (particularly of the dandling order) that will cause your young yowler to associate crying with a resulting pleasant experience. This conditions him to further future crying, as Watson (remember?) has told you. Make a few elementary tests for open pins, gas pains, and general dampness. If he's crying just for attention, go back to your bridge table and Try to Forget. Let the neighbors worry. If he's a non-stop (he almost never is) you might test for fever, not forgetting to take your own temperature.

General technique: sing the praises of the Dry Bed constantly, so as to implant in Rollo a pro-dry feeling. Specific technique: change Rollo casually. Ignore him when he wets, praise him when he's dry.

He Breaks Your Best China Bibelot

Spank. Put the objects out of his reach. This tantalizes without teaching.

General Therapy: Instructive but not too scary talk on what may be broken and what not, with comforting emphasis on all the things that may be freely touched. Final Caution: Rollo's taste may after all be better than yours—perhaps the bibelot should have been smashed long ago.

He's a Spinach Balder

(A theoretical problem in Grandma's day, as children seemed to grow up without spinach, no one understands how.) Force him to eat, or subject him to ritual feedings. You know—a spoonful for Mummy, and one for Daddy, and one for Rover. . . .

Give him spinach in tiny quantities (this will pleasantly surprise him) as *the first course* when he seems definitely hungry. Say "Spinach first—and then your lamb chop." *Not* "your spinach or you get no dessert!" Combine the spinach with some favorite food. Anyhow, the hell with spinach! There are three or four other green vegetables just as good for him.

He Tells a Lie

Wash mouth out with soap and water. Lock him in a dark closet (and years later watch the psychiatrist's bills run up). Explain carefully how God punishes liars. Or send him straight to bed.

Now you know perfectly well Rollo isn't lying. He's merely creating fantasies or compensating for some real or fancied inferiority. (Just like you and me.) Treat the "lie" as if it were a joke. Let Rollo feel that you know that he knows that he's not fooling you. (Just feel your way through that last sentence—there's some sense in it.) If one kind of "lie" persists, find out the specific cause behind it. General comment: children who tell the truth *all* the time are apt to turn out dullards.

He Blacks Little Sister's Eyes or Tries to Segment Her with the Saw You Gave Him for Christmas

Spank. Shame Rollo by telling him that boys don't hit girls. (This may arouse in him the idea that perhaps it's all right for girls to hit boys, a state of mind tending in adult years to complications impossible to suggest in these chaste pages.)

A not-to-be-laughed-at jealousy may be back of all this. Separate the children temporarily and provide each with some interest of his or her own. During the day see that each gets at least twenty minutes of your *undivided* attention. Some bolder spirits advise teaching little sister to sock back. Or buy Rollo a small punching-bag. It's cheaper in the end and little sister will appreciate it.

He Hates School

Drag him to school. Get him a private tutor and unfit him for Life. Change schools monthly and drive yourself and offspring crazy.

Too, too simple. Invite teacher and child psychologist to your home and discuss the problem. If they can't solve it, they probably don't know their jobs. Minor caution: teachers and parent-consultants fall into two classes: some like tea and scones, others like cocktails and caviar. Be careful.

HOW TO COPE: OLD STYLE

HOW TO COPE: NEW STYLE

He Refuses to Shake Hands with Rich Aunt Harriet

Work the scene up until Rollo is forced to deposit his damp paw in hers.

Tell Aunt Harriet he's always shy with people he likes, and hustle him out of the room *quick*. The problem isn't real: Aunt Harriet never dies anyway. Also you might check up on what has happened to her securities since 1929. Rollo may be right after all.

Infantile Kleptomania

Scare him and yourself into fits with dire prophecies about his criminal tendencies.

Come, come, he's not stealing; he's just extending his ego or indulging in a little experimentation. You merely have to direct this drive into more decorous channels. On the other hand, he may be a genuine Kreuger after all, in which case we can do nothing for you, but Rollo may do a good deal.

He Hates to Visit the Doctor

Tell him he's going there whether he likes it or not. Tell him that if he doesn't stop his bawling the doctor will cut his tongue out. In general, add the doctor to his already large collection of bugaboos.

Take a tip from the Chinese and have him visit the doctor for an examination when he's *well* rather than when he's ill. Let him play with the tongue depressors and listen to the stethoscope. Be careful of your doctor. If he "understands children"—that is, if he's loud, bluff, jovial, and hail-kiddie-well-met, run, do not walk, to the next pediatrician. The clever ones are gentle, kind, and simple.

He Won't Practice

Make the business more unpleasant by punishment, or bribe him to finish.

If the music teacher can't interest Rollo, throw out the music teacher. If this doesn't work, throw out the instrument. Don't throw out Rollo, who is probably perfectly all right, but who, like Toscanini's first violinist in the story, just may not like music.

He Doesn't Seem to Pay Much Attention to You

"Where would you be if it were not for your parents?"

Just muse over the following couplet—
It's by Ogden Nash.

"Children aren't happy with nothing to ignore,
And that's what parents were created for."

A Final Word

If none of the above applies to your particular Rollo, that's because your particular Rollo is an exceptional

child, requiring special treatment. That's what you've been thinking all along, anyhow.

Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

During the past two weeks my eight-month-old baby has begun to wake up around twelve or one o'clock at night and cry. If I go in and pick him up he gradually quiets down and becomes quite cheerful and playful, though he does not always go to sleep the first time I put him back in his crib. He has not had a two o'clock bottle since he was four months old so there is no reason to believe that he is hungry. My husband and I are beginning to feel like the classic caricature of the young couple who walk the floor at night with the yelling infant. And yet I hesitate really to let him "cry it out." Possibly this is because during the first month of his life he was somewhat frail and seemed so greatly in need of rest and comfort. Now that he is quite up to par, however, ought I, perhaps, let him shriek until he falls asleep from exhaustion?

We can assume that you see to the obvious things connected with the baby's comfort—dry diapers, a change of position from back to stomach or side. A common error is to have too many covers on the crib, or, more rarely, the baby may be cold. Sometimes a drink of water helps matters. But if all these things fail, then it is probable that the baby is really just learning to be wakeful by your going to him and the best course is to refuse to allow his efforts to be successful. After making him comfortable, leave the room and do not return. You will probably find if you actually time his crying, that it will gradually diminish over a two- or three-week period.

This advice, however, is applicable to a normal, well baby, and then only if you find that the loss of sleep and feeling of rage or frustration do not show in heightened irritability, loss of appetite, or other symptoms in the daytime. There is no rule which is applicable to all infants and it is well to watch the particular results when embarking on a procedure which is only generally sound. If a baby has been ill, so that he is still under a strain physically or nervously, if he has had a difficult or a premature birth, if he is of an unusually high-strung or sensitive make-up, or has undergone some recent shock, it would seem wise to modify our strictness somewhat. Under these circumstances a child may require more of the comfort, warmth, and satisfaction which near-

ness to the mother's body bring to him than does a more robust and easy-going child of the same age. The situation calls for sensitiveness on your part to what the child's wakefulness really means. How deep does his distress go? Is he well able to stand going without your ministrations at night? Such a problem is merely one of the earliest in the long series of events which call for a wise balancing of discipline and gratification.

Will you please tell me whether I am being "fussy" in requiring a high degree of cleanliness around my baby? He is now six months old and has never had a cold, which I feel can be partly attributed to my methods. Besides regular daily cleaning, I have his room, floors, and paint scrubbed weekly with an antiseptic solution. His toys are only of the kind which can be scrubbed or preferably boiled daily. Visitors are asked to wash their hands thoroughly before touching the baby and I do so myself with the same care. Also, I do not permit him to crawl about on the floors where he is bound to come in contact with dust and germs.

In most cases the careful boiling of bottles and nipples and the hygienic preparation of food, especially milk, are the most important precautions to take against infections. Persons who have coughs and colds should not be permitted to be near the baby unless absolutely necessary, as in the case of mother or nurse, when a sterile gauze bandage should be worn around mouth and nose. But otherwise it seems better to be as little germ-conscious as possible. It should be remembered that the vast majority of all germs that fly about in the air or lurk in the dust of rugs and cracks are harmless ones; the usual cleaning, which takes place in the average home of good standards, is sufficient. We can do our babies no good by creating an atmosphere of overprotection. The experience a baby gets in exercise and exploration by crawling about on the floor is a definite advantage even if he puts an occasional button or speck of paper in his mouth. You will need to watch him more carefully for sharp objects, but keep in mind that he has no innate aversion to dirty things. Persons who have not worn gloves in

the street had best wash their hands before holding the baby, but for people in the home the ordinary amount of hand washing is all that is necessary.

Cleanliness is a good thing, though in its excess forms not as near to godliness as some of us have been taught, and it is totally unnatural to children. It is important for parents to know that their children's standards of cleanliness will fall woefully short of their own until well into adolescence. Scolding and worrying usually produce stubbornness and irritability, or, if they succeed in producing an unnaturally cleanly and fussy child may result in fears and anxieties about health which are a serious threat to sound development.

I am puzzled to know how to deal with the question of my eight-year-old's piano practice. He has considerable talent, wants to take lessons, and likes his teacher, but balks at my insistence upon a half-hour's practice a day. As soon as school is out every afternoon he wants to be out on the playground with "the gang." There seems to be plenty of time for play but not for practice, and the moment I suggest it excuses begin and tension arises between us. I have threatened to discontinue his lessons if he refuses to practice; but is there not a better way to handle it?

In the first place it is helpful to remember that the healthy eight-year-old boy is running true to form in his demand for out-of-door play and strenuous activity.

The period is one of excellent health and tremendous vitality when the large muscles are sufficiently developed and coordinated to function with ease and pleasure. It is the period also in which the urge for independence of the parent is making itself felt more clearly from day to day with an accompanying need for "the gang." Your boy needs association with them and acceptance by them. He wants to be a "reg'lar feller."

Under these circumstances it is easy to see that piano practice, even for your little boy who loves music and has some gift for it, is a real chore. It separates him by so much from his gang, puts an end to the activity and freedom of the playground, and calls into play the finer muscles which are at this time none too well coordinated.

Then, too, it may be that your child is objecting not so much to practicing as such but rather to some undue emotional pressure that is being put upon him. So often, it is our pride that is at stake—we are ambitious for our boy to carry off the honors in the next recital. Or we incline to demand too high a

standard of an eight-year-old. The question suggests too much concern for the child's *present* achievement. Far better results might be obtained in the long run if requirements corresponded more nearly to present interests and capacities.

Perhaps it might be advisable to drop the insistence upon practice for a while, asking the teacher to co-operate and take part of the lesson-time for practice. Or it may be that all that is necessary is a reorganization of schedule. Since the difficulty relates in part at least to the afternoon playtime, your boy might willingly practice if he could get it out of the way before school in the morning—and this he could easily do by getting up half an hour earlier.

The important thing to bear in mind for this period is that the eight-year-old should be permitted to enjoy his music so that his love of it will be fostered. Let him experiment freely and create, let him hear great artists from time to time. Since he is naturally gifted it is to be expected that he will sooner or later want to work at it for the pleasure of playing more interesting and difficult compositions.

The other day when I was "holding forth" to my son of ten about the appearance of his room (it is always in a mess) he turned angrily and exclaimed, in a really bitter tone, "If you only wouldn't boss me so much!" I want him to learn to keep himself and his belongings neat and tidy, to develop traits which will stand him in good stead all through life, and I feel it is one of my duties as his mother to instill in him a sense of order and fitness. But his words—and his look—make me feel that I am not doing wisely.

Learning to be clean and neat and to be concerned about the appearance of one's surroundings is part of growing up; home and school both aim to help children to learn *gradually* that routines and system have their values—not only for their own comfort, convenience, and happiness but to enable them to become better members of society. However, individual children will learn these things in different ways and the rate of growth will vary with the child's general maturity and interests. We know that a boy of ten is likely to be far more concerned with his own world—friends, school, play-interests—and that at this age there exists no spontaneous need for personal cleanliness and a neat appearance. This comes later in the adolescent period. If you "lay off" a bit, as the boys say, and give him some actual help with keeping things tidy, you may find him much less resistant to your efforts. You will

doubtless have to compromise between your standards and his—the belongings of a healthy boy of ten are never in the same state of order as his parents'. If you quietly maintain a generally orderly home the chances are all in favor of his eventually assimilating your ways.

Parents so often make the mistake of being wholly unaware that while they are teaching good habits their children are also "learning" that their parents are cross, impatient, unsympathetic to their interests and to the natural disabilities of childhood. Remember that the important thing to maintain is a happy

relationship between you and your children. If this prevails, the "virtues" will gradually be acquired by way of imitation.

My boy of eleven still has to be reminded each night that he has homework to do and must get at it. He still needs many warnings each morning, or he would be late to school. His father says I am not severe enough, and the school says the responsibility is the child's not the mother's. I confess I am very confused as to how much responsibility I ought to take for his routine at this age.

(Continued on page 127)

Suggestions for Study: Management of Routine

TOPICAL OUTLINE

1. THE PLACE OF ROUTINE IN THE HOME

Benefits for Adults: Orderliness, efficiency, time-saving.
Benefits for the Children: Foundation of discipline and feeling of security.
Flexibility in Routines: Occasional deviations; the parent who becomes a slave to routines—her effect on the child; necessity for a sense of perspective and values.

2. THE LEARNING PROCESS

Habits: What Are They? "Satisfaction," an important factor in learning; ways and means of bringing "satisfaction" into the doing of the daily chores; the effectiveness or ineffectiveness of repetition as a factor in learning.
Attitudes and Character Traits: Cooperation, kindness, honesty, independence, responsibility—how are they developed? Are they habits? Are they dependent on routine? Conscience—what are its sources?
Temperamental Differences and Emotional Obstacles to Learning: Importance of "interest" as a factor in learning; common emotional needs of childhood: need for self-direction, for growing independence.

3. GETTING ALONG WITH ADOLESCENTS

Relaxing the Rules: The question of parties, chaperonage, late hours, automobiles, relations to the opposite sex. How far can parents insist on restrictions and regulations? On what considerations shall these be based? The importance of "what everybody is doing." Educating for responsibility; participation of young people in their parents' problems. How much? At what age?

4. PARENT-CHILD RELATIONSHIPS

Mutual enjoyment between parents and children basic to smooth running of routines.
Parents' problems as adults—how these influence their management of their children.

QUESTIONS FOR DISCUSSION

1. Dickie, aged six, is very badly behaved at table. He slumps down in his chair, drops utensils on the floor, interrupts the conversation of adults and becomes fretful and unruly. What is fair to expect of a child this age? How can the parents manage so that meal times are less of an ordeal?
2. A busy mother of three has come to resent the fact that she never has a chance to be with her children except when she is seeing to their routines. She complains that saying "Hurry," and "Now it's time for this or that," or "Go and take your bath now," comprises the major part of her contact with them. How might this situation be improved?
3. What value has the use of rewards and punishments in helping children to acquire good habits? In addition to the question of their effectiveness in getting a particular chore done, what are some of the by-products which may result from their continued use?

FOR FURTHER READING

THE PSYCHOLOGICAL ASPECTS OF CHILD DEVELOPMENT.....1935
by Susan Isaacs. Evans Brothers.
TWO TO SIX.....1933
by Rose Aischuler. William Morrow and Co.
THE MANAGEMENT OF YOUNG CHILDREN.....1930
by William E. Blatz and Helen Bott. William Morrow and Co.
EVERYDAY PROBLEMS OF THE EVERYDAY CHILD.....1927
by Douglas A. Thom. Appleton Century.
NORMAL YOUTH AND ITS EVERYDAY PROBLEMS.....1932
by Douglas A. Thom. Appleton Century.
PARENTS' QUESTIONS.....1936
prepared by the Staff of the Child Study Assn. of America. Harper and Brothers.
CHILD STUDY MAGAZINE, November, 1932. Everyday Problems.
CHILD STUDY MAGAZINE, October, 1934. Eight to Twelve—The Neglected Age.

Readers' Slants

We herewith present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

Oh! It's You!

By MARJORY MACK KRAUSE

"MOMMY! Mommy! I want a drink of water!" Johnny, waking up from a sound sleep, did not know that his Mommy had gone out for the evening, that, after tucking him in and reading him his "Good-night Story," she had left Mary, the maid, in charge of him. I was visiting my friend for the summer, and was spending that evening at home. Mary and I both started for Johnny's room. Mary got there first, so I stood in the hall and watched them both.

"Mommee! I want——." When the door opened, he was standing straight up in bed. There, instead of Mommy's anxious face, he saw Mary's cool, friendly one.

"Oh!" he said, with a settled matter-of-fact look in his three-year old eye, "It's *you*!" So quickly did he scramble under the covers, wriggle himself flat on his tummy, and close his eyes that Mary hadn't even time to ask about that drink of water. As she stood watching him for a moment until his regular breathing told us both that he was asleep, her expression was strikingly like his when he had first spied her in the doorway—collected, matter-of-fact, only wiser by a smile.

When my friend Mrs. X returned later in the evening, she was full of anxious questions. "Did he ask for me, Mary? Did he cry? Was he restless?"

"He's been as quiet as a lamb, Madam," Mary answered. "Not a whimper out of him."

"Oh, how nice, Mary. Thank you." Mrs. X's face relaxed into a relieved smile, as she hurried upstairs to Johnny's room.

"But Mary, why didn't you tell Mrs. X that Johnny woke up?" I asked.

"Oh, Miss, I couldn't. She'd feel so badly to know how he acted. That little minx not even wanting his drink of water. You see, Miss, poor Madam's that fond of Johnny, she wouldn't like to know that he isn't really thirsty when he calls her for a drink. She wants to get him his drink, and quiet him down, and reason with him, as she says. If he wants a drink, she thinks it's the grown-ups have made him thirsty, and if he needs a handkerchief, that's because the grown-ups have made him restless. And besides, though I shouldn't say it, Madam wouldn't want to know that I can quiet him down quicker than she can herself. I couldn't tell her."

Upstairs Mrs. X was putting an extra blanket over Johnny, and adjusting the window. He didn't stir, so I was allowed to peep, too, at her contented, sleeping child. After we had closed the door behind us, Mrs. X explained to me.

"I'm always afraid that if he does wake up when I'm not there, Mary won't be able to get him back to sleep again. It isn't that he's difficult to handle, but that he needs someone who understands him. Now today he had a quiet time with me all day long. Then I put him to bed, kept him calm and happy, and of course he slept well. He always does when he's handled properly, and when he hasn't had too much company. But grown-ups don't seem to agree with him. Their company always excites him, and gives him restless nights. And then, how can one expect a young girl like Mary, good-natured and well-intentioned though she is, to understand how to handle him?"

I wondered. I knew my friend well, with her quick intellect, her devotion to Johnny, and her modern liberal attitude toward him and toward her job of bringing him up. I could see the intensity of her affection for him and for this one great job of hers. I had learned much that evening about Mary, with her cooler, always friendly, workaday manner. As for Johnny, he seemed to me the friendliest, most engaging little chap in all the world. During my whole month's visit there I had never seen him shy or diffident or unhealthily excited by grown-up com-

pany. And he had had a good deal of it at his summer home. He looked forward to it, and used to call "Goody, company!" at the mere sound of the doorbell.

Johnny just loved the grown-ups. He loved everybody. While his toys lay untouched in his room he would come to play with company. They were his favorite toy, shaking hands his favorite game. He seemed to have no nerves. He did, however, have his trying moments, usually at night when Mary was out of earshot and Mother ministered to his wants. Then it was that he needed a drink of water or a handkerchief or dry pajamas. Then it was that Mother felt that he had had too much company. Then it was that Mother thanked her stars that she was there to take care of him, she, the only one who understood him.

Mother explained and reasoned and persuaded, and it was Johnny who could make her do so. It was he who could keep her at his bedside when they both knew that he should be asleep. He felt his own strength and liked it, as he liked to make a fist and feel his muscle. Mother appealed to his kindness, his affections, his reason.

"Aren't you sorry, Johnny, to call Mommy out of bed when she is *so* sleepy?"

Sorry? But it was delicious to have his Mommy there beside him, it sounded lovely to hear her slippered feet come tiptoeing in, and it felt grand to be able to get her just by calling her name. If she didn't come when he called, he could wet his bed, and that would fetch her. For if she didn't change him he might catch cold. Mommy herself had said so many times. And it felt lovely when Mommy picked him up in a nice warm blanket and carried him into the bathroom and held him on her lap to put dry pajamas on him. How could he be sorry? If it was something to be sorry about, why did Mommy come? To the three-year-old, Mommy is someone to love and to lean on, to give support and encouragement and his birthright of security. What has Mommy done with that security when she has given him the power to call her into his room, and when she has suggested that he take the responsibility to be sorry? Obviously he cannot. And so it has become Mommy's turn to lean on him. They leaned on one another, and it was such fun for Johnny—so much more fun than when Mother was out, and Mary whisked off one sheet and slapped down another, looked as though she had never been tired in her life, and bounced out of the room. It didn't seem to matter to Mary whether he was wet

or dry, thirsty or satisfied, awake or asleep. So he fell asleep.

It mattered to Mother. Everything mattered to Mother. So she summoned her wits, her intelligence, her education, her affection, and all her energy and placed them at Johnny's feet. She had herself well in hand. She never grew excited or angry or effusively affectionate. Calmly and deliberately she tried to appeal to what was best in her Johnny. Too modern and too thoughtful to dismiss a child's needs with a rebuff, she lacked the wisdom to minister to them with an assumed air of indifference.

Mr. X was easy-going. He tried to convince his wife that Johnny would benefit by more casual handling. "Just don't pay so much attention to him. Don't hover over him."

"Hover?" said Mrs. X. "That's the one thing I don't do! Just look at all the things I let him do alone, just to help him to be independent, even though I'm really scared to death most of the time. Have you ever watched him cut his nails with my manicure scissors? When I can't stand it any longer I leave the room. But I stifle my gasps, and I don't hover. I do take him seriously and I do give him thought and care, but with a view to making him self-reliant—not to shower attention on him."

"Yes, yes, I know," answered Mr. X. "But whatever you do for him, do it with a light hand. Children are like horses. Nothing like a nervous rider or a heavy hand to make them fretful. Just try to make the little codger think you're taking him casually and I'll bet you'll see a difference."

There was nothing, however, that even seemed casual in Mrs. X's attitude toward her Johnny. With implicit belief in the commandments of the Modern Book, she obeyed their letter, often missing their spirit. She studied her child, she studied her method, but she took herself for granted. Her need for exclusive possession of Johnny she translated, all unconsciously, into her unique understanding and handling of him. Her jealousy of any encroachment upon her influence over him, even Mary's, she never even dreamed of. That she created an atmosphere of interdependence that prolonged those night vigils at his bedside she could never have been made to believe. Johnny was her life's work, and she would make a go of it. He needed her and she needed him. She needed the satisfaction of thinking that no one could handle him but herself, and he needed the same satisfaction. He could handle his Mommy. The atmosphere was heavy with a tenseness that held them together, dependent on one another.

Science Contributes

EYE HYGIENE

• This article has been written by Elinor H. Tiger based on material gathered by her from authoritative scientific sources. It has been read and approved by an ophthalmic authority.

LITTLE is actually known about the basic causes of the common eye defects which afflict such a large proportion of mankind. Is near-sightedness, for example, an inherited tendency which, though not necessarily present at birth, will appear later on in a certain number of individuals? Or is it the result more largely of the kind of life we lead and the strains to which the eyes are subjected? Although undoubtedly both factors operate, the bulk of opinion seems to tend to the view that heredity plays a larger role in this and many other defects. The tendency, however, can be enormously increased by faulty hygiene. Thus some children are born with imperfectly formed eyes. Others may often acquire them through improper use. But an imperfectly formed eye does not necessarily mean poor vision. For, with the proper care good vision can, in most cases, be secured and serious trouble avoided.

Some eyeballs are too short, others are too long. In the former condition the image falls behind the retina instead of on it, and the ciliary muscle of the eye has to work overtime to change the curve of the lens in order to force the image forward onto the retina. This condition is called hyperopia or far-sightedness. Myopia, or near-sightedness, is just the opposite. The eyeball is too long. It is a more common condition and also a more serious one as the necessary accommodation is more difficult for the eye to make. Both conditions can be corrected by wearing appropriate glasses. These glasses do the work of accommodation for the eye. That is, by forcing the light rays to pass through the lens of the glass before going through the lens of the eye, the image is recorded directly on the retina. Thus the extra effort of changing the shape of the lens of the eye by means of the ciliary muscle is eliminated, and the resulting eye-strain is avoided.

Another malformation of the eye is astigmatism. This occurs when the lens or the cornea or both are imperfectly curved. Here again the imperfection can be compensated for by wearing glasses.

We have all seen "cross-eyes" or "squint." One eye may turn out or in while the other is straight. Most authorities agree that a child is not born cross-eyed, but develops the condition as a result of the failure to learn the trick of stereoscopic vision. We do not realize it, but stereoscopic vision is a thing that does have to be learned, and learned early in life if the eyes are to develop normally. Each eye acts as a separate camera. Normally two separate images of the same object are recorded on the two separate retinas. These two images are fused together and transmitted to the brain as one. It is because of this fusion that we are able to see depth and judge distance. If, however, the two eyes do not move in unison, the two retinas will record different images, and the child will "see double." This will give a tendency to suppress the image of one eye causing a so-called "lazy eye." The child will choose the stronger one to use, so that the weaker one, which really needs more exercise than the other, suffers.

Again proper glasses may correct this condition. Often the ophthalmologist will force the weak eye to work by covering the strong one for a few hours a day with a patch or by means of drops. Stereoscopic exercises can be used in cases of muscle imbalance. Some believe that surgery is the best course. Sometimes a child has a face that is not symmetrical. That is, the center of one eyeball may be nearer the nose than the center of the other, and it may give the impression of "squint." But there is no actual visual defect here. Sometimes a flat-bridged nose such as is frequently seen in the mongoloid type gives this impression of "squint," and is outgrown later as the bridge of the nose develops. We cannot afford, however, to wait to see if the child will outgrow such condition. For the earlier a true case of "squint" is recognized and treated, the more chance there is of correction. Whenever there is any suspicion, therefore, that a child is "cross-eyed" an ophthalmologist should be consulted. And he will decide whether or not it is a case that needs treatment. The choosing of glasses for all of these conditions should be done only by an expert ophthalmologist as wrong lenses or improper frames may do great harm.

Discovering eye defects in very small children seems difficult. But there are many ways, and mothers and nursery school teachers should learn what these

are. If a child squints while looking at pictures or while drawing; if he holds his toys near his face; if he loses interest in objects at a distance, while other children are watching them; these are warnings that need investigating. Every child should have his eyes examined by an ophthalmologist before entering school, and before the beginning of each school year.

Diseases of the Eye

There are many infectious diseases of the eye. Blindness due to infection by the gonococcus during birth used to be a common thing. It has been almost completely eradicated now by the use of silver nitrate drops in the eyes in the delivery room. There are some eye diseases thought to be due to tuberculosis and syphilis. There is also trachoma, that most dreaded of eye diseases. It manifests itself by granules on the eyelids; but not all crusts or flakes on the lids indicate trachoma—some of these are quite harmless. However, when any do appear, an ophthalmologist should be consulted. There is that condition commonly known as “styes.” They usually can be treated with plain hot water. But if there are many, it may be an indication of eyestrain, and an examination should be made. Many of these conditions can be caught early by observing any discharge from the eyes, excessive tearing, pus, or inflammation, and by consulting an ophthalmologist immediately. When removing foreign particles from the eyes, the greatest care must be taken not to do more harm than good. Do not rub the eye. Use only a clean handkerchief or cotton. And if the particle does not come out easily, do not fuss with it, but allow an expert to do the job. Sometimes particles become imbedded in the eyeball, and serious scratches and bruises result from amateur handling. Most pediatricians advise washing a baby’s eyes only when absolutely necessary. Tears are germicidal and a much better eye wash than any that we can make.

General Care

It should always be remembered that the eye is part of the body. When the body is in good condition, there is much more chance of the eye being healthy also. Thus prenatal care and proper nutrition are as important to the baby’s eyes as they are to any other part of his body. It follows, too, that when the body is ill, the eyes are weakened and are more sensitive to strain. Thus they should be treated with greater care during illness and convalescence than normally. A child should not be permitted to read excessively or to do other things that strain the eyes

while he is sick. And, of course, during such illnesses as measles that affect the eyes particularly, the doctor’s directions must be followed carefully.

We must remember that a child’s eyes, like the rest of his body, go through progressive stages of development. The iris is a slaty blue color at first. Later it changes to the true color. The eyeball is small. The space between the lens and the iris is shallow. And the pupil is very small. This last shields the eye from too much light.

The proper amount of light is a very important part of eye hygiene. Too little and too much both strain the eye. Glare must be avoided. A baby’s eyes should be shaded during sun baths or while playing on the beach. The eyes can become sunburnt even through closed lids. For writing, the light should come from behind and from the left to avoid throwing shadows on the page. And light should never shine directly into the eyes at any time. Natural light is usually better than artificial light, but above all, the lighting should be even. Brilliant spots in a dark room are a strain; and care must be taken to avoid fading daylight.

Neutral colors, not a pure dazzling white, are best for schoolrooms. Chairs, tables, and desks should be arranged so that no child faces directly into the light. Shiny surfaces should be avoided as they reflect the light, causing glare and eyestrain.

Pens and pencils have no place in the nursery. Some authorities now recommend that the first drawing and writing be done on a sand tray with the finger. The blackboard and chalk can come next. The boards should be set up at a slight angle and all work done in the free arm fashion and in large size. Coarse paper and crayons are good. Sewing can wait until about seven years of age or later.

Type for young children’s reading should always be large, simple, and well spaced. The paper should not have a shiny surface, and should never be thin enough to allow print to show through from the other side. Children should be taught to hold their books about 12 to 14 inches from their eyes, and their heads straight, not obliquely. When they cannot be taught to do this, it is an indication of eye trouble.

There is no general agreement concerning the age at which children should begin to read, and how much they should be allowed to read at a time. It seems wise, however, from the point of view of eye hygiene, as well as for other reasons, not to encourage reading before the age of six or seven. In the early years of reading, that is, up to nine or ten years of

(Continued on page 128)

SHOP TALK

MOST people, even those who usually find shopping distasteful, enjoy shopping at the five-and-ten-cent store. What probably contributes more than anything else to making this a pleasant experience is that "monarch-of-all-I-survey" feeling which the five-and-ten-cent store inspires. (I mean a real five-and-ten, of course, where all articles are actually priced at five and ten cents, or at the most twenty, and not that spurious "10, 15, 25, and up" variety where the article you pick out always costs about a dollar.) Another nice thing about this kind of store is that it is such a good place in which to go shopping with children. They love the generous display of the wide-open counters, and it is one place where we can freely allow them to make their own choices without fear that they will pick out a small automobile for \$150.

Foreigners who come to New York are more impressed with the Fifth Avenue Woolworth at 40th Street than they are by any other store. And we might well be, too, because the wealth of things which can be bought there for dimes is almost fantastic. Most of the stock here gradually filters down to smaller Woolworths in New York and other cities, but no other branch has that magnificent sweep of millions of things all under one roof.

Browsing through the toy counters of this big store I noted the following things (most of them at ten cents and a few at twenty) which seem to be new and of exceptional value:

Tea party set made of brightly colored composition ware which is unbreakable (well, practically unbreakable) and therefore much more satisfactory than china or tin which rusts when used for mud-and-water tea. In the regular housewares section is a set of matching colored measuring spoons which nest one in the other, and with which children enjoy learning to measure accurately.

Really sturdy "Crayola" crayons in good colors; the kind used in kindergartens. Also scissors with blunt edges.

Miniature carpet sweepers with a brush that really picks up things. (This will cost you twenty cents.)

Complete materials for a washing set, including a washer and wringer that work when the handle is

turned, and well-made woven clothes baskets, large enough to serve also as a bassinet for an infant doll. Best of all is a small electric iron, complete with cord and socket, which really heats up. A slow but sure way of getting the week's ironing done.

New model of super-streamlined trains, longer and more streamlined than any original. Looks like something out of an H. G. Wells' plan for the future.

In the doll corner, the clothes, too, seem to strike a more modern note, with tiny blazer-striped pull-overs and dresses in dark fall colors instead of only pink and blue. Attractive miniature comfortables in quilted calico.

A weaving loom, complete with colored wool threads, and large enough for small hands to work easily.

The excellent selection of illustrated children's books which are offered these days for ten cents is really one of the minor miracles of publishing. Especially noteworthy is that volume entitled "Baby's First Book" which is frankly an imitation of another picture book which sells at almost two dollars; it contains as a matter of fact, even more pictures than the original. The "to do" books, particularly the large size drawing books for painting and coloring are exceptionally good value. Some of the other good titles now available include: *Children Round the World*, *On Our Farm*, *Farm Pets*, *Famous Fables from Aesop*, *To the City*, and *The Book of Dogs*.

One of the odd things about a well-stocked Woolworth store is that you can get some things here which it is impossible to get in other stores. For example, during the summer time when so many young children get a craving for sun glasses, you will find that the "junior" glasses sold in drug stores won't stay on the noses of the 4 and 5-year-olds, but that Woolworth carries glasses which will fit them. And I have bought cotton mesh sun-suits here which are so much cooler and more practical than woolen ones, but quite impossible to secure in the department stores. Another thing which seems to be unique at Woolworth's is a very thin cotton flannelette wrapping blanket for a new baby. These are much finer and less bulky than the thicker ones usually found at higher prices, and as easy to wash as a handkerchief. Here's to the five-and-ten.

P. R. F.

News and Notes

Queensboro Study Groups

Beginning in January, the staff of the Child Study Association will conduct a series of ten weekly meetings for representatives of the Queensboro Federation of Mothers' Clubs. More than thirty of the member clubs will each send a representative to attend the course, and these representatives will in turn conduct courses in their individual clubs. This course in "Fundamentals of Group Leadership" which will be given at Association Headquarters will cover not only parent education material but also program planning, group procedures, and methods of leading study groups.

National Conference on Educational Broadcasting

More than 700 people attended the first National conference on Educational Broadcasting which was held in Washington on December 10, 11, and 12. This was particularly interesting because the representatives there cut across a field of widely diversified interests. Among the organizations represented were colleges and universities, government agencies, educational radio projects, commercial broadcasting companies, radio engineers, parent education groups, libraries, and delegates from foreign countries. The Child Study Association was represented by Mrs. Sidonie M. Gruenberg and Mrs. Pauline Rush Fadiman. Mrs. Gruenberg also represented the National Council of Parent Education. There were general sessions for the entire conference. Speakers included Secretary Ickes, Anning S. Prall, John W. Studebaker, Hendrik W. van Loon, Chancellor Chase, James T. Shotwell, and David Sarnoff. There were also discussions and panels on special phases of broadcasting such as Classroom Broadcasting and Radio in the Life of the Child, Music in Broadcasting, Radio and Propaganda.

John W. Studebaker, U. S. Commissioner of Education, delivering the key speech on "Broadcasting in Education," emphasized the fact that successful use of radio in the service of education depends chiefly on having a corps of teachers and others trained to write and produce programs specially for the radio. Toward this end, the government is cooperating through its Educational Radio Project with the Radio Workshop of New York University which opens for a second session on January 4.

Of special interest to parents were the two panels on Radio in the Life of the Child, at which the lack

of radio guidance for children was especially stressed. It was suggested that since the responsibility for creating a demand for better programs rests primarily on the parents, they should actually listen to the children's radio programs, no matter how painful that may sometimes be. It was brought out that children over ten turn to adult programs even more than to programs for children, so that in a sense the whole domain of what is being offered on the air becomes of special concern to parents.

New Forum Centers

Adult civic education through public forum meetings will reach nearly 2,000,000 additional Americans in the near future in seven new public forum demonstration centers just selected and announced by the Office of Education. John W. Studebaker, United States Commissioner of Education and Administrator of the Public Forum Project, said that the seven centers will begin operation about the first of February and will continue through June. In addition to the seven new forum centers, ten others are in operation in ten states and will continue until about February 1st. The addition of the seven new centers now brings the total population blanketed by the discussion programs to approximately 4,000,000 people in seventeen states. Policies and plans for their operation are determined by local school boards with the advice of citizens' committees.

At these meetings, thirty-one forum leaders, selected by local authorities, will lecture and lead discussions on vital social, political, and economic subjects selected by the people themselves. According to the plan outlined for the new centers, a resident forum leader will be provided for from 50,000 to 85,000 people of the gross population covered by the program and each leader will be responsible for five or six meetings each week. Ninety per cent of the personnel employed in the development of this program will be drawn from relief rolls and paid security wages.

Data gained in these public forum demonstration centers will be made available by the Office of Education to those interested in starting new centers in their own communities. "The Office of Education seeks to contribute to this growing movement for adult civic education by serving as a research organization, by acting as a clearing house in promoting the exchange of successful experiences in improving existing forums under various auspices, by serving as an instrument for extending the organization of pub-

lic affairs forums throughout the country, and by acting as fiscal agency in actually sponsoring community-wide public forum organizations through the established agencies of education."

World Conference in Tokyo

The seventh world conference of the World Federation of Education Associations will be held at Tokyo from August 2 to August 7, 1937. In spite of the long distance to Japan, a great deal of active interest is being shown in this conference, and already more than six hundred persons are planning to attend.

To the Tokyo conference are invited the teachers' organizations from all the nations which make up the Federation, and other associations that are particularly interested in international good-will. Various trips in Japan, and to China, Korea, the Philippines, and other oriental countries are being arranged. The Japanese government is making every effort to make this conference an opportunity for American educators to see the Orient under the most interesting and comfortable circumstances, with the least expense. Information about the Conference and tours may be obtained by writing to the World Federation Headquarters at 1201 16th Street, N.W., Washington, D. C.

W. P. A. Course in Child Study

As part of the regular training program of the Division of Social and Educational Recreation for Preschool Children of the Federal Works Progress Administration (under their Department of Recreation) Mrs. Jean Schick Grossman, Parent Education Associate of the Child Study Association, is meeting with their teachers of preschool children, to discuss with them the opportunities for parent education presented by their work. The preschool classes which these teachers serve are conducted in "underprivileged" districts—in settlement houses, housing developments, and community centers.

More than 100 teachers are taking part in this training course; they have been divided into two groups, each group meeting with Mrs. Grossman for three sessions. Meetings are held at the Recreational School of the W. P. A. at 107 Washington Street. Some of the other educators participating in the training course include Dr. Frederick Thrasher, Dr. Harvey Zorbaugh, Dr. Ruth Andrus, Miss Eva Lewis Smith, and Mrs. Marian Miller. The whole program is under the direction of Dr. Frank S. Lloyd of New York University.

Causes of Truancy

The causes and handling of truancy were discussed at a conference of Administrative Officers of Public and Private Schools at the University of Chicago last summer. Several hundred elementary and secondary school principals, superintendents, and business managers were in attendance to analyze improvements developed in educational methods and administration of schools.

Truancy and other behavior difficulties among children are symptoms of unsatisfactory home and economic environment, often coupled with physical defects, Edward H. Stullken, principal of the Montefiore Special School, said.

"Many boys are truants because of physical handicap. The problem group at Montefiore School had an average of more than four physical defects per boy, and 93 per cent of them were in need of dental care. These facts take on particular significance when one considers that intellectual development and school adjustment are built on a physical foundation, and that organic disturbances, especially glandular, contribute strongly to it.

"Study of their home conditions, community backgrounds, economic status of the family, and other social and economic factors in the lives of the truant boys indicates that society has not been fair to them as to environmental influences. Many of them come from foreign language speaking homes; many from broken homes. A recent study by a member of the Montefiore faculty revealed that over 80 per cent of the boys lived in the lowest rent areas of the city. It disclosed further that there seems to be a definite relationship between poverty and truancy. Spot maps also indicate most of them live in the so-called deteriorating areas of the city where delinquency rates are highest. Another study showed that of 438 homes of boys enrolled, 175 were entirely dependent upon charity, 184 were partially dependent upon outside help for their livelihood, and only 79 were self-supporting. Of 625 enrolled last year, the families of 96 per cent were known to social agencies, 82 per cent were on relief, and 53 per cent were known to courts before enrollment in the special school."

Because transfer is made to the special schools by the school system itself, with no court proceedings involved, little if any stigma attaches to the transfer, Mr. Stullken told the conference. The theory and practice has been that boys are not transferred for punishment but that they might have opportunities for adjustment which the city cannot afford to provide in every school.

Book Reviews

The Nursery Years. By Susan Isaacs. *The Vanguard Press.* 1936. 133 pp.

This little book was first published in England in 1929, yet what it has to say is just as fresh and illuminating today as it was eight years ago. It dates only in some of its minor research references, such as the acceptance (today questioned) of Watson's dictum that there are only two situations—dropping or a sudden loud noise—which always bring out fear in the new-born infant.

Susan Isaacs approaches the problems of the young child with the belief that in order to understand them and to be able to act intelligently, we must have full knowledge of what it is in the child's mind and emotions which impels him to do the things we don't like. We must find out what the child's behavior means to *him*, not only what it means to us, as adults. To clarify the child's motives and needs she uses some of the more generally accepted findings of psychoanalysis, presenting them in a non-technical and simple way for the practical use of parents. The basic generalization which she quotes, "The more a child's development comes about through its interests and affections rather than through its moral training, the less sharp are the unavoidable conflicts and their consequences,"* seems today as much a belief of progressive education as it does of psychoanalysis.

The author devotes considerable space to an outline of the norms of development from birth to six years, based largely on Gesell's findings, and from them deduces some broad guiding principles and practical suggestions for training. But by far her greatest contribution lies in her search for the meaning behind the child's everyday problems, the why of his actions, and the emphasis on the difference that this understanding of the little child's inner life can make in our practical handling of him. Particularly illuminating are those parts which deal with the probable sources of young children's fears and anxieties, a chapter so dismally barren in most psychology books. Miss Isaacs believes that studies of the emotional life of children show us that every child has jealous cravings and feelings of guilt and anxiety (intensified for sensitive children as easily by parental criticism as by severe punishments) which translate themselves into fears. The child himself in his fantastic fears of strange animals, unknown terrors, noises, and in the phobias

that so often arise without any source in real events, does not, of course, know that it is his fear of anger or punishment which is expressing itself in this roundabout way. A child can best make his adjustment to life if he is free from undue anxiety about his possible mistakes. Too many parents fall into the fallacy of thinking that because, unlike the infant, the three or four-year-old can talk our language, he can therefore also live up to our moral and personal standards.

The chapter on "The Child and His Parents" offers many other suggestions toward a revision of our fundamental ways of dealing with children, in the end so much more valuable than any specific formulas for difficulties. In general form, the book is somewhat amorphous, torn between a textbook format and a direct intimate approach, and ending awkwardly with a mere listing of suitable playthings. But in the best of its contents it is priceless, because in her penetrating discussion of parental attitudes Susan Isaacs begins where most psychology books end.

PAULINE RUSH FADIMAN

Substitute Parents. By Mary Buell Sayles. *Commonwealth Fund.* 1936. 309 pp.

"The book is intended for any reader who is interested in children primarily from the parent's point of view, or anyone who cares to learn what relationships developed in foster homes may mean to foster parents as well as to children."

The writer has felt a demand for a constructive study of parents who deal wisely with their children, for there is a disproportionate amount of literature on problem situations in parent-child relationships. Normal human material does not often come to the attention of social workers. Miss Sayles, therefore, turned to the records of foster homes for examples of the creation of successful family relationships. Foster parents are chosen whose relationship to each other and to their children, if there are any, give evidence of their being emotionally mature individuals. In addition, every effort is made to match adults and children whom experienced workers would judge to be compatible.

The foster child's "network of relationships" is distinctive; his first experiences, usually of great insecurity, remembered ever so dimly, play their part psychologically, though this may be minimized in

* Dr. Ernest Jones. *Psycho-analysis*, 1928.

children placed in one home from early infancy. The foster mother's role is also distinctive: she has had no responsibility for bringing the child into the world—nor has she experienced the prenatal rejection which may consciously or unconsciously shape a natural mother's reactions.

The motives which prompt people to take a foster child are analyzed from the mental hygiene viewpoint. The emotional satisfaction sought by them is perfectly legitimate, if it does not smother the child's own development—which applies to natural parenthood also. The constructive release of creative power naturally will result in personal satisfaction. Miss Sayles dismisses the economic motive by calling foster parents a valuable semi-professional group comparable to nurses and teachers. There are people to whom the economic motive may have occurred first, who have made good, but these are not discussed in detail. "Exploiters" are excluded from consideration in this book.

Foster parents must be able to face themselves frankly: their own motives, what type child they can handle, their knowledge of what this twenty-four hour responsibility will mean physically and mentally. As most people are concerned about hereditary influences, they need a modern, objective attitude toward heredity.

Once the child has been placed, what forces through their interplay influence the progress made? The destructive ones on the part of the foster parent have been implied in the foregoing discussion. The security-threatening memories of the child may lead to undesirable behavior. The most helpful element is the example of members of the foster family. The adults must be reliable and must be possessed of imagination. Tact, always essential, is especially strained where visiting "own" parents are involved. The foster parent must maintain warmth toward all, but partisanship toward none. And to help all concerned in the undertaking, there is the reassurance of the visiting social worker, whose objective, constructive supervision is essential.

Part two consists of the full summaries of eight cases, all but one involving several placements. These illustrate in detail the problems encountered, the mistakes made in some placements and avoided in others, the growth achieved and the setbacks observed. Fully as interesting as the record of the children is the development of the foster parents.

Much can be learned from this book by natural parents and permanently adopting parents, as well as by those especially interested in foster care work.

The human beings are vividly portrayed. The book reflects the author's depth of understanding, and is written with her usual charm and clarity.

RHODA H. KOHN

The Adopted Child. By Eleanor Garrigue Gallagher. Reynal & Hitchcock. 1936. 291 pp.

There is no entirely satisfactory book for the lay reader covering the many puzzling questions which arise in connection with the adoption of children. After years of experience in a well-known adoption nursery, Mrs. Gallagher has attempted to fill this need, basing her book on the questions and perplexities of the prospective parents with whom she has dealt. The discussion is limited to the adoption of infants since the problems involved in the placement and adjustment of older children are in many respects different and somewhat outside the author's experience.

In part, at least, Mrs. Gallagher's book fills the need to which it is addressed. It supplies useful practical information on many points: where and how babies may be obtained for adoption, what safeguards are available to the adopting parents, how the babies themselves are protected, where these children come from, what legal requirements must be fulfilled.

Mrs. Gallagher is apparently a person of warm sympathies and great enthusiasm. She offers adopting parents a good deal of sound and sensible advice, but her sympathies occasionally betray her into unfortunate sentimentalities and her enthusiasm lends a somewhat over-optimistic tone to some of her judgments. In her understandable desire to allay the needless fears of adoptive parents, she is all too ready to belittle possible hereditary dangers and to underestimate the peculiar complications of the adoptive parent-child relationship. How does she know, for example, that there is no increased danger of jealousy or favoritism in a family which includes both adopted and natural children? How does she know that the tendency to overprotect an only child will be no greater if that child is an adopted one? How does she know that the curiosity and guilt concerning the natural mother, which have tortured many an adopted child as he grew older, will be absent if there is no possible source of information about the natural parents? She assumes that the child will feel no further responsibility when he once accepts the fact that search is impossible. There is at least room for doubt on these and similar points which Mrs. Gallagher disposes of too readily.

(Continued on page 125)

In the Magazines

The Child's Emotional Life. By Frances B. Strain. *Parents' Magazine*, December, 1936.

This discussion concerns itself mainly with the young child. The writer emphasizes the baby's inner need for affection and love, but warns parents of the dangers ahead when that love becomes possessive. Love of father and mother may be the first love in life but it is not the last. Parents must realize that love moves in an ever-widening circle away from self, away from mother, away from dependency. Children therefore must be allowed full, free, and normal growth in the realm of love.

Childhood Education, October, 1936.

The entire issue deals with the education of children in social behavior. Katherine Reeves discusses the need for understanding and interpreting the child's social behavior in the light of his development and shows how guidance can most effectively be given. Mary M. Reed criticizes current programs of social studies for emphasizing content and finished results rather than the experiences and maturing powers of the child. She advocates a reorganization of these programs. Source material is listed. Dorothy Greenleaf discusses personality development through social studies. Lula Wright considers the attributes that "make living a contribution and a thing of satisfaction and growth." In addition there are three descriptions of projects worked out in the home, the school, and the community.

Have You a Little Prodigy? By John Erskine. *The Rotarian*, August, 1936.

There are two kinds of prodigies: the one astonishing but unimportant, the other, truly miraculous. The first type of child exhibits talent unexpected in him but mediocre in an adult; the truly miraculous child possesses talent which even in an adult would be phenomenal. For the truly miraculous child education can do but little. The most important function of his teachers is to accustom him to the world that he may survive. The merely precocious child should not be exploited for the benefit of the parents' vanity. It will lead only to disappointment and social maladjustment for him, and to a lowering of artistic standards for the public.

The Two-Year-Old Visits the Dentist, An Interview with Dr. Harry Strusser. *School Parent*, November, 1936.

There are at present ninety-one dental clinics in the public schools of New York City serving children from the time they enter kindergarten through the fourth grade. Dr. Strusser is hopeful that soon facilities will be extended to meet the needs of older children as well. He urges, however, that parents begin taking their children to the dentist shortly after they reach the age of two years. In this way it is often possible to eliminate the fears that beset the older child whose first trip to the dentist is made imperative by a toothache. For older children he believes the school clinic has special value because dental work then becomes part of their school life and tension between child and parent is thus relieved.

New Light on Adolescent Religion. By Hedley S. Dimock. *Religious Education*, October, 1936.

A study of the religious ideas of adolescent boys contraverts traditional concepts. According to its findings the great change occurs in the pre-pubescent years: during the four years from 12 to 16 there is relatively little development and no rapid acceleration of interest in religious ideas or institutions. What growth does take place seems to bear no relation to physiological development but is conditioned by personal and social factors. This material runs counter to the "conversion" data and indicates need for more research.

Can Youth Movements Save Us? By Samuel M. Blumenfield. *Religious Education*, October, 1936.

Youth movements, which appeared in the latter half of the nineteenth century, were part of a larger wave of social unrest growing out of the industrial revolution and the capitalist form of economy. Liberals and reformers heralded them as "the gospel of a new day." But youth movements have undergone profound changes—to which many have been blind—and instead of ushering in the dawn of liberalism have yielded fruits of Fascism and Nazism. It avails little, however, to go to opposite extremes and berate youth for failing to fulfill our hopes. We must not look on youth either as messiah or scapegoat. It is

an integral part of society, seeking for self-expression and fulfillment, sharing the same opportunities and handicaps that are the lot of humanity at large.

Education and the Economic Order. By R. H. Tawney. *Progressive Education*, November, 1936.

If a nation desires to avert the catastrophe that has overtaken civilization in some countries, it must organize to make education a source of union and mutual understanding. The only tolerable principle for a civilized community is educational equality. It is the duty of all who are engaged in the teaching profession to insist on this before it is too late.

Authority and Freedom. By John Dewey. *Survey Graphic*, November, 1936.

Dr. Dewey points out the relationship between authority and freedom: authority standing for stability of social organization, by means of which direction and support are given to individuals—freedom, for the forces by which change is intentionally brought about. The adjustment of authority and freedom in social organization will not be achieved by following old paths. We must seek resources which have not been tried out in the field of human relations. The methods of science may supply the clue, exemplifying the organic and effective union between collective authority and freedom.

Education in a World of Insecurity. By Charles W. Pipkin. *The Social Frontier*, November, 1936.

In these times, when our world is shaken by insecurity, education must have an awareness of the dangers of our present industrial system, where the machine is master, and of the present international scene, where frenzied nationalism is rampant. Education must set forth in fresh militancy to create conditions of real freedom.

Union Puppets and Socio-Economics. By Paula Levinson. *Progressive Education*, October, 1936.

Describes the efforts of a trade union to counteract the philosophy of rugged individualism held by its children. Progressive methods in education were utilized—the “seeing” and “doing” kind of learning. The author urges that this type of education be brought to millions of working class children.

A Continuous Visual Program. By Madeline T. Schoenhof. *Progressive Education*, October, 1936.

Describes how 2,400 children in a large city school were able to observe their environment with its many

social aspects of living. The observations were used to revitalize their curricula studies. By means of visual equipment this experience was preserved for others.

When and How Shall We Use the Motion Picture. By Edgar Dale. *Progressive Education*, October, 1936.

The author examines the functions of visual instruction in the school and in the community. For the former he urges a more purposeful utilization of visual aids taking advantage of their intrinsic and unique potentialities. For the community he urges integration of motion picture theatre programs with other educational influences as a means of promoting socially beneficial behavior.

An Evaluation of a Parent Education Program. By Mary E. N. Ford. *The Family*, November, 1936.

Using personal interviews based on a uniform questionnaire, a study has been made in St. Paul of the value of parent education groups conducted under the auspices of the Mothers' Aid of that city. All of the mothers came within the lowest socio-economic classifications. The results of the study are necessarily somewhat speculative. A large proportion of the mothers questioned felt a real need for help in dealing with their children, and those who attended the study groups indicated that they received this.

BOOK REVIEWS

(Continued from page 123)

At many points Mrs. Gallagher's convictions concerning the best procedure are directly opposed to those most generally accepted by professional social workers. This, in itself, by no means condemns them. There can be no such thing as a final answer in the field of human relations and there is constant need for challenge and reconsideration if standards are to remain vital and flexible. The last word has certainly not been said on adoption procedures and some of the points which Mrs. Gallagher raises are worthy of profound consideration.

But only through objective discussion of all the available facts and a fair presentation of conflicting viewpoints can these moot points be decided. So partisan a plea will do little to influence professional thinking and may even be seriously misleading to the lay reader.

HELEN G. STERNAU

ROUTINE FOR THE EIGHT TO TWELVES

(Continued from page 105)

of interest, and a long, absorbed period follows, of about an hour or more. When that work-rhythm is respected, the children emerge from it with a repose, a peace, a quiet interest in the achievements of others as well as in their own, that sets a good mood for the rest of the day. No one likes to be interrupted in what he is doing, if he is really interested. Furthermore, children are free to form their own natural groups, as community of interest dictates, and when the interests shift, the groups shift. No child is left bored and lazy because the work is set at too slow or fast a pace for him. He has his own goal set, his own record to improve upon. Yet there are fixed points of routine—the opening and closing of school, the mid-morning and mid-afternoon “snacks” and, to a slightly more variable extent, the periods of rest and of recreation, music, painting, and so on. But everything can be changed at a moment’s notice if it is a particularly fine day for an excursion.

Time to oneself, to do with what one likes, is necessary to inward peace and satisfaction. A little girl, accustomed to spend much time alone with birds and sky and flowers, was deafened by an accident, and sent to an institution for deaf children. Her distress was so great when she found every moment of her day filled with work or play in groups that she deliberately did something to get herself punished in order to go into the solitary confinement which she had noticed was the usual method of punishment. When she finally disclosed the reason for her naughtiness, the understanding teacher arranged that she should have some time of her own each day, and the child blossomed.

Routine, then, is essentially conservative, corresponding to a need in man for something to be sure of, a support, a backbone. It brings peace. It is restful not always to have to think out and decide but instead to know what to do and how to do it; to know what to expect and how to meet it. But rigidly applied, routine runs directly counter to another of man’s needs, that of experiment and adventure.

Routine is something like a master recipe. Once you are sure of that basic recipe, you can experiment. Or if there happen to be only two eggs in the larder instead of the three the recipe calls for, you are forced to make an adjustment. Once you find you

can act apart from the recipe, you are surer of yourself and will be bolder next time in making further changes.

The world is rapidly enlarging for the eight to twelves. Physically they are becoming more and more able to see over the tops of objects that have hitherto blocked their view. They literally see more, and see more widely. They are eating a greater variety of food and wearing a different type of clothing. No matter how rigid the routine in which they may have been brought up, it has been necessarily modified by the mere fact of added years.

By being ready for these changes you can avoid conflict with the expanding ego of the child who now desires to be treated more and more like an adult. Above all, at this stage, children dislike dullness. This is the age of pirate and detective, cowboy and airplane, hero and knight. Plan the barest possible skeleton of routine, understood and agreed upon by these youngsters as necessary to a comfortable, pleasant home, and then permit as much variety as seems possible with due consideration for others and with due regard to safety. Of course, in the final resort, it remains a parental responsibility to decide just where the line between freedom and routine shall be drawn.

Life, if it is to be met face to face, will never be a cut and dried affair. There are bound to be surprises. And so, in teaching our children how to live now, as well as in preparing them to live in a wider and even more variable world in the future, we must let them have experience in meeting the unusual. This will not be difficult, even in the most protected nursery. The nurse may get a telegram calling her away. A child may stumble and be hurt, or he may fall ill. An unexpected visitor may arrive, complicating household arrangements. The doctor may order a different régime.

In his ability to meet these changes one can observe how well or how poorly this child or that is facing the new, the situation that requires of him something new within himself. This is a test of the courage and resourcefulness that a child has naturally within him, or that his training has wisely developed. At the same time it is a test of the child’s ability and his recognition of what the limits of his activity must be. The child who can recall what he has learned and apply it to a new situation is apt to be the child whose previous experience has not been that of a rigid, closely binding routine, but of a *flexible* one, which has strengthened him and left him free to meet the surprises of this world.

PARENTS' QUESTIONS

(Continued from page 114)

It occurs to me that you are all placing your emphasis on different angles of this problem: You are concerning yourself with symptoms, the father with method, and the school with the placing of responsibility. But since many boys and girls of eleven do take responsibility for their own timing as to homework and getting to school on time would it not be better to find out why this boy needs and expects so much help? Lack of punctuality is a common trait in children and is sometimes aggravated rather than improved by constant parental supervision. Have you tried leaving him to his own devices and giving him a chance to learn by his own mistakes? This procedure is worth a try though it does not work with all children and you will need to be ready to abandon it, if you find it makes for school failure and increased nervous strain generally. Have you talked to his teachers about his general adjustment, social and scholastic, at school? If he is not happy there he is far more likely to be dilatory about getting to school and tasks connected with it than if he feels interested. Whatever helps him to enjoy school is likely to help all problems connected with it. Is it possible to arrange for homework to be done in school during study periods?

Perhaps, however, he needs more help from you rather than less: a place to work and an hour set in which you take the responsibility for seeing that he sits down to work. Some real help with morning tasks instead of reminders and nagging may be all that is necessary.

If these simpler measures fail consistently and over a protracted period, then you will need to think in terms of deeper emotional conflicts, which may be going on in the boy about himself, his place in the family, and among other children.

It seems to me that the more freedom you give children, the more they will take. My daughter is fifteen years of age and has had permission to go out Friday or Saturday evenings, in company with her friends, either to see a play or go to a party at a friend's home. It has always been understood that twelve o'clock was late enough for her to be out. Last week she did not return until 2 A.M. I was so worried I couldn't sleep. After calling some of her friends, I found that after theatre she had gone with the crowd to the home of one of them. When I asked her why she couldn't at least have 'phoned, she

could give me no reason. She is too big to punish, but surely there ought to be some way to make young people conform to some rules and regulations. Is there anything you can suggest that I might do?

It is devoutly to be wished that not only young people but everybody should conform to some rules and regulations. As adults, we do fairly well with rules when we can accept their validity, because we can use our judgment in the matter. It is very difficult for the young, however, to see any validity in some of the rules we lay down. They cannot see, for instance, why their parents should be free from anxiety until twelve, but begin to worry from then on. Their pet question always is, "What are you worrying about?" And whatever we say is refuted because, if the truth be told, we are very rarely either coherent or consistent.

A possible explanation of your daughter's inability to give you reasons for not telephoning may be that she is either unaware of her real reasons or reluctant to express them. First, she may have feared that you would not give her the desired permission to go on from the theater to the friend's house. Second, she—like other boys and girls of that age—may want to avoid any individual departure from the customs and manners of the crowd. To telephone and demand permission would seem to stamp her as a child in her friends' eyes. And last, adolescents are very unimaginative when it comes to appreciating adults' feelings. Adolescents' joys and sorrows have very little relationship to those of their elders.

Perhaps a little study of the situation may help. Are the young people with whom your daughter associates suitable companions? If so, could she be given a little more freedom to use her judgment? If she were given that freedom, she might very well of her own accord call you and let you know if the crowd should decide to do something not previously planned. You may also have carried over the twelve o'clock finis time from previous years, and that may be irksome, since she no doubt feels years older since last year. It will help, too, if you will clearly think through for yourself just what it is that you are afraid of. Often we find on so doing that some of the things we fear are most unlikely to happen. This would still leave some legitimate anxiety which could however be talked over with a growing daughter. She may prove to be fairly reasonable even though just now she is "adolescing" according to Hoyle.

How far is it wise to make exceptions to routines? My sister and I disagree often about this

matter as it relates to our children. For instance, recently, she brought her four-year-old to luncheon with my four and six-year-olds. My maid had been taken suddenly ill, so my sister suggested that I might simplify matters by having the children all take luncheon with us. She thought it very foolish of me to insist on serving the children a separate luncheon, but I knew that once I made an exception to this routine they would demand it often and thus make future trouble for themselves and for me. Was I wrong?

In most homes it should be possible to make exceptions to routines—exceptions which are recognized and accepted as such by the children. Such exceptions are, after all, likely to be the reasonable method of meeting minor emergencies and are, in themselves, an education in flexibility and resourcefulness.

However, your experience with your children may seem to you justified because you think of routines with a disciplinary connotation, perhaps more so than you realize clearly. Perhaps you fear that without rigid adherence to routines, the children may get out of hand. Perhaps you feel that your children would protest against a request but accept willingly what appears to them to be an impersonally fixed plan of action. Any change would, of course, make the children aware that the home routines are personally, not arbitrarily, made and that you have the power to alter them.

Children held too rigidly to fixed routines are likely, as they grow older, to look for occasions when they can justifiably oppose their mother because she does not give them enough opportunities for free exercise of their own impulses, does not allow them enough self-direction. If this is true in your case it might be profitable for you to think and feel your way through the distinction between routine as a conservator of a child's energies and the routine as a disciplinary method.

SCIENCE CONTRIBUTES

(Continued from page 118)

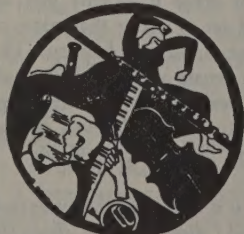
age, two hours a day in stretches of not more than one-half hour each, should perhaps be the limit, though it is most difficult to speak dogmatically. Older children may work for three hours preferably in half-hour stretches of reading or other close work. Where eye defects exist there should, of course, be more than the usual avoidance of close work in long stretches. Outdoor play and exercise should be emphasized for these children.

Reading in bed is another question often hotly debated. All agree that reading while lying down is bad, yet there seems no reason, if an individual sits well propped up and if the light is good, why reading in bed should be harmful. We must bear in mind, however, that eye hygiene should not be so scrupulously observed that it works to the detriment of the hygiene of the whole child. Though reading in a moving vehicle is on the proscribed list, children who have a long street car or bus ride every day to school can scarcely be expected never to glance at their lessons.

There is much in the necessary conduct of life which is not ideal from the point of view of bodily health but to which it is necessary to adjust nevertheless, and to make the best compromise we can. The care of the eyes is no exception. Here, as elsewhere, extreme fussiness and elaborate regulation, where they are not an absolute necessity, may be socially and emotionally so upsetting to children that parents must constantly question what is most worth while.

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